

President's Commission on Human Relations & Equity

Meeting Notes

Tuesday, January 15, 2013

Present:

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

Jody Hironaka-Juteau
Teresa Huerta
Suzanne Kotkin-Jaszi
Ramakrishna Nunna
Liliana Ocegüera
Francine Oputa
Jenelle Pitt

Elizabeth Potter
Christina Roybal
Cynthia Teniente-Matson
Brian Tsukimura

Absent:

Juanita Aguilar
Joe De los Santos
Israel Lara

Dawn Lewis
Arthur Montejano
Paul Oliaro

Jan Parten
Paul Yunouye

Guests:

Alma Clayton-Pedersen
Jody Hironaka-Juteau

Jim Lowe
Darlene Murray

2:00 p.m. – 3:30 p.m.**Haak Center Boardroom, HML 4115**

Meeting called to order at 2:05 p.m.

I. Welcome

Chair Teniente-Matson welcomed the commission members. Upon arrival to the meeting, each member was asked to prioritize his/her theme preference for an upcoming subgroup assignment. She requested that all members ensure that preferences are indicated prior to departure from the meeting.

II. PCHRE**A. Approval of Meeting Notes from 12/11/12**

Chair Teniente-Matson requested that the commission review the meeting notes for significant changes and/or corrections.

It was MSC to approve the notes of the December 11, 2012 meeting.

B. Updates: (Adoption, Calendar, Future Theme Interests, Role Identification/Clarification)

Adoption: Chair Teniente-Matson informed the commission that she forwarded a correspondence to President Welty recommending approval of the diversity plan's four themes, with the exception of the indicators, which are currently under development. President Welty formally adopted the concepts presented in the four themes of the diversity plan. President Welty is excited about the commission's work thus far. Chair Teniente-Matson recognizes that there is a significant amount of work to do in order to implement the plan. She emphasized that the commission will play a significant role in the implementation stages.

She asked the commission if there were any comments, questions or concerns to consider regarding the roll-out of the plan for adoption. The commission did not have any comments, questions or concerns.

Chair Teniente-Matson stressed that the commission is off to a great start for the semester. She also noted that President Welty's approval of the plan was a significant accomplishment for the commission.

Calendar: Chair Teniente-Matson then asked the commission to consider the scheduling option for the Spring 2013 semester. Initially, the commission considered Wednesday afternoons as a possibility for the standing meeting; however, since that time, several commission members have expressed concern with the Wednesday afternoon schedule.

Chair Teniente-Matson shared additional scheduling options and asked each commission member to indicate his/her availability. After reviewing several options, Friday afternoons was the best time for the majority of the commission members. Chair Teniente-Matson proposed Friday afternoons from 11:30 a.m.-1:00 p.m. She informed the commission that she would provide meals since the meetings would be held during the lunch hour. The commission members agreed that this would be the best time to meet.

Future Theme Interests: Chair Teniente-Matson informed the commission that there will be an opportunity to work in subgroups related to one of the four themes. She reminded each commission member to determine his/her highest priority themed subgroup. The identified selections will be used to form themed subgroups for an upcoming assignment related to the implementation of the plan.

Role Identification/Clarification: Chair Teniente-Matson referred each commission member to the document titled *President's Commission on Human Relations and Equity – Proposed Scope of Work for the American Council on Education (ACE) Fellow*. Chair Teniente-Matson introduced and welcomed Dr. Jody Hironaka-Juteau. She explained that Dr. Hironaka-Juteau will be serving in a fellowship role at Fresno State as part of her ACE fellowship. This semester, Dr. Hironaka-Juteau's project will consist of working with the commission to assist in the development of a tactical plan/long-term strategy in order to implement the diversity plan. During the spring 2013 semester, there will be a transition in the support to the commission. Dr. Alma Clayton-Pedersen's role will be shifting to primarily support Dr. Hironaka-Juteau and secondarily to the commission. In the past, Dr. Clayton-Pedersen's support has been primarily to Chair Teniente-Matson and the commission.

Chair Teniente-Matson asked Dr. Hironaka-Juteau to provide a brief update on her ACE fellowship.

Dr. Hironaka-Juteau shared a brief history of her campus career. Dr. Hironaka-Juteau explained that in fall 2012, she completed her ACE fellowship at UC Merced with Chancellor Dorothy Leland. A component of the fellowship includes the completion of a project, and fortunately, Dr. Hironaka-Juteau had an opportunity to return to her home campus to assist in the implementation of the diversity plan. She acknowledged the commission for their work thus far. She also emphasized that she is excited to interface with the commission as well as develop her leadership skills as part of her ACE fellowship.

C. Discuss Scope of Work for ACE Fellow

Chair Teniente-Matson informed the commission that the ACE fellowship program required a formal scope of work and an outline of the proposed work for Dr. Hironaka-Juteau. Chair-Teniente-Matson noted that it was important for the commission to understand the level of interaction with Dr. Hironaka-Juteau. Each commission member was asked to review Dr. Hironaka-Juteau's primary leadership responsibilities as outlined in the scope of work. One of the main objectives for Dr. Hironaka-Juteau's scope of work will be the communication plan. The commission will be responsible for the execution of the communication plan. Dr. Clayton-Pedersen will be the primary support person due to her knowledge and expertise in this particular area. The implementation team, with Dr. Hironaka-Juteau as the lead, includes Ms. Nina Palomino and Ms. Darlene Murray. Once again, Chair Teniente-Matson reminded the commission that the PCHRE will be responsible for the execution of the diversity plan.

The second objective will be identifying the highest priority strategies and actions. Dr. Hironaka-Juteau will lead the development of the action plan. The completion of this objective will be completed with the assistance of the themed subgroups.

The third objective involves allocating human and fiscal resources toward the highest priority strategies and action items, as outlined upon completion of the second objective.

The fourth objective will be engaging the campus and local community in the implementation of the plan. Chair Teniente-Matson mentioned that one of the first steps is to identify current diversity initiatives that are occurring across the university. An exemplar of inventoried items was completed by Ms. Darlene Murray and will be shared with the commission.

The fifth objective involves negotiating consensus of appropriate indicators and approaches to measure progress in achieving diversity plan goals. Dr. Xuanning Fu and Dr. Alma Clayton-Pedersen will serve as primary leaders for this objective. Dr. Hironaka-Juteau will serve as secondary support.

Dr. Hironaka-Juteau will also meet with Chair Teniente-Matson, President Welty and other internal and/or external constituents to provide updates on the progress of the aforementioned objectives.

Chair Teniente-Matson explained that the scope of work provides a detailed overview of the role of Dr. Hironaka-Juteau's leadership responsibilities, Dr. Clayton-Pedersen's support responsibilities and the commission's role in implementing the action items.

Chair Teniente-Matson stated that the scope of work is a good representative sample of the objectives that need to be accomplished in the next six months to move towards the implementation of the plan. She asked if the commission was comfortable with the level of support to move the plan forward. The commission agreed.

Dr. Juan Carlos Gonzalez announced that Dr. Luz Gonzalez will serve as the Director for the Center for the Recruitment of Underrepresented Faculty, Staff and Administrators. He mentioned that he, Professor Alex Espinoza, and Drs. Ken Magdaleno and Albert Valencia would be assisting with the center's work.

Chair Teniente-Matson stated that the center's work should be parallel and integrated into the commission's work. The center is an important part of the work of the commission. Although the ideation of what and how the center will operate is still being formed, it is an important campus effort.

Chair Teniente-Matson thanked Dr. Juan Carlos Gonzalez for sharing the information. She announced that she would like to invite Dr. Luz Gonzalez to the February PCHRE meeting. At that meeting, Dr. Gonzalez will have an opportunity to share her role and responsibilities as the director of the center. In addition, it will allow her to learn about the commission's work, as it is a big part of what should be integrated into the Center for the Recruitment of Underrepresented Faculty, Staff and Administrators.

D. Review Exemplary - Draft Campus Diversity Inventory Audit

Next, Chair Teniente-Matson asked the commission to review the draft exemplar of the campus diversity inventory audit. She introduced Ms. Darlene Murray and asked her to share the audit report findings. During the process, Ms. Murray searched for items that represented different cultures, genders and ethnicity. The main item she noticed were the campus banners; due to the fact that they were strategically placed and highly visible. Other elements noticed around the campus included: sculptures, a memorial, landscaping, and pictures posted on bulletin boards. One of the main takeaways was the fact that most items were in the form of removable posters and pictures. An interesting finding was the University Student Union's display of the Hmong story quilt which depicts the history and culture of the Hmong people. Possible opportunities for improvement include: additional photos/display of the LGBTQ community and the inclusion of culturally

representative exhibits and displays of campus events within the buildings of all schools/colleges and/or departments and divisions.

Chair Teniente-Matson thanked Ms. Murray for her work. She challenged the commission to think about the best way to begin to catalog (capture inventory) of what the campus is already doing. As the commission moves towards the next steps, there needs to be development of ideas and concepts on mechanisms to collect the information so that it can be used in a meaningful way. There are several techniques to capture and catalog/inventory what the campus is doing, however, the commission needs to determine the best way to do this.

Chair Teniente-Matson requested comments and/or feedback. Several commission members commented that some improvements have already been made based on the work from previous committees. The commission agreed. Additional items to include in the inventory included the flags from the University Business Center. There was also a recommendation to include diverse language in signing, such as the word “welcome” in various languages.

Dr. Clayton-Pedersen stated that the exemplar was a visual representation; however, it is important to capture current programs. Chair Teniente-Matson agreed, and reiterated that the inventory was just a starting point.

E. Review Preliminary Comp of Collateral Material

Chair Teniente-Matson welcomed and introduced Mr. Jim Lowe, Executive Vice President, Jeffrey Scott Agency. She informed the commission that they will be reviewing and discussing the preliminary draft student brochure. Chair Teniente-Matson requested that Mr. Lowe share the ideas and concepts that were considered in the design/layout of the brochure.

Mr. Lowe explained that the goal was to provide a layout that could be used for each audience, however, the content would be tailored to the respective audience. He compared and contrasted both layouts in complete detail, reminding the commission that the included photos were “place holders.”

There were several comments from the commission including the following:

- Change from President’s Diversity Statement to the PCHRE Statement or University Statement. There was some discussion, but the commission preferred to leave as the President’s Diversity Statement.
- Include the President’s signature on the diversity statement.
- Include a statement regarding the availability of the brochure in alternative formats.
- Concern regarding the photos including the lack of diversity in age, race and individual differences.
- Members liked the networking version of the brochure.
- The photos do not indicate that the individuals are connected. The individuals are not interacting with each other and, the photos do not indicate interface.
- Connect the people in the brochure with words rather than lines.
- Prefer not to use stock photos.
- Save a place holder for the indicators.
- Include the title of the plan on the main header rather than the commission’s name.

Mr. Lowe requested that the commission create a list of photos that are recommended to be included in the brochures. Chair Teniente-Matson agreed.

Chair Teniente-Matson thanked Mr. Lowe and mentioned that he will continue refining the brochure’s concept and words, and will return at the February meeting.

F. Discussion on Indicators

Chair Teniente-Matson directed the commission to the handout on indicators, and asked Dr. Fu to report on the recommended revisions. Dr. Fu informed the commission that since the last meeting, he and Dr. Clayton-Pedersen have identified the five most important guiding principles for each theme.

Dr. Fu and Dr. Clayton-Pedersen used the language from strategic plan as a guideline so that it would be similar to the indicators of the diversity plan. In the revised document, the measures provide a detailed explanation of each indicator.

Chair Teniente-Matson explained that the commission would have an opportunity to discuss the indicators in a future themed subgroup meeting. The commission will rely on Dr. Fu and Dr. Clayton-Pedersen for the indicators because they can realistically determine what the commission can do and accomplish, as well as what indicators are measurable. The most important thing to remember is that the indicators now align with the strategic plan, and this is a good strategy to move the diversity plan forward.

G. Next Steps: Meeting dates by Groups/Themes, Action Plans, Communication Plans, etc.

Dr. Hironaka-Juteau provided a brief summary of the next steps for the commission's work. She reminded each commission member that subgroups will be formed based on each member's preferred theme selection. The subgroups will meet to prioritize the strategies and action items of each theme. In addition to the prioritization of the strategies and actions, each subgroup will be reviewing the proposed indicators to ensure that they align with the strategies of each theme. The prioritization of the strategies and actions will assist in establishing a timeline for the implementation of the diversity plan. Dr. Hironaka-Juteau will also be drafting a communication plan. She stressed that the communication plan is a key component in the implementation process in order to accurately reflect the commission's work, as well as the sustainability of the plan.

Chair Teniente-Matson called for additional comments. The commission did not have any additional comments. Prior to adjourning the meeting, she reminded the commission members to indicate his/her preference for the themed subgroup work.

Meeting adjourned at 3:28 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™

- *Cultural Competence*: The state of having and applying knowledge and skill in four areas: awareness of one's own cultural worldview; recognition of one's attitudes toward cultural differences; realization of different cultural practices and worldviews; and thoughtfulness in cross-cultural interaction. Over an extended period of time individuals and organizations develop the wisdom and capability to: 1) examine critically how cultural worldviews influence perceptions of power, dominance and inequality; and 2) behave honorably within the complex dynamics of differences and commonalities among humans, groups and systems.

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, February 15th, from 11:30 a.m. – 1:00 p.m. in the Vintage Room