

President's Commission on Human Relations & Equity

Meeting Notes

Friday, February 15, 2013

Present:

Juanita Aguilar
 Marc Barrie
 Lance Burger
 Michael Caldwell
 Alex Espinoza
 Xuanning Fu

Juan Carlos Gonzalez
 Jody Hironaka-Juteau
 Dawn Lewis
 Ramakrishna Nunna
 Liliana Ocegueda
 Francine Oputa

Jan Parten
 Jenelle Pitt
 Christina Roybal
 Cynthia Teniente-Matson
 Brian Tsukimura
 Paul Yunouye

Absent:

Juanita Aguilar
 Janice Brown
 Joe De los Santos

Teresa Huerta
 Suzanne Kotkin-Jaszi
 Israel Lara

Arthur Montejano
 Paul Oliaro
 Elizabeth Potter

Guests:

Jody Hironaka-Juteau
 Jim Lowe

Darlene Murray
 Kathleen Schock

11:30 a.m.- 1:00 p.m.**Vintage Room**

Meeting called to order at 11:45 a.m.

I. Welcome

Chair Cindy Teniente-Matson provided a brief overview of the agenda items. She introduced and welcomed Dr. Luz Gonzalez, Executive Director of the Center for the Recruitment of Retention of Minority Faculty, Staff and Administrators. The center's work will be an important component of the development and implementation of the Diversity Plan.

II. PCHRE**A. Vote for Title of Plan**

Upon arrival to the meeting, each commission member was asked to vote on his/her preference for the title of the plan. A final vote of the top two selected titles was completed prior to each member's departure.

B. Center for Recruitment and Retention of URM

Chair Teniente-Matson requested that Dr. Luz Gonzalez update the commission on her new role as the Executive Director of the Center for the Recruitment of Retention of Minority Faculty, Staff and Administrators. She explained that in the new role, she will report directly to President Welty and will develop activities and events to assist in the retention of underrepresented faculty, staff and administrators. She is currently collaborating with other campus centers and institutes that have a similar charge to that of the newly developed center. A draft of the center's charge will be disseminated to the commission members prior to the next PCHRE meeting.

Dr. Gonzalez will be invited to future PCHRE meetings as her work with the center is closely tied to the implementation component of the diversity plan.

C. Review Revised Student Brochure

Chair Teniente-Matson welcomed Mr. Jim Lowe, Executive Vice President, Jeffrey Scott Agency. She asked Mr. Lowe to provide an update on the status of the revised student brochure. Mr. Lowe disseminated two samples of the student brochure for the commission's review. He also informed the commission that the President's Lunch Group had an opportunity to review the brochure earlier that week. The President's Lunch Group approved the design and layout, but also provided opportunities for modifications specifically to the amount of the text.

After briefly reviewing the revised draft, the following concerns/suggestions were expressed by commission members:

- The word "President" may be confusing for students. Students may confuse this title with the ASI President, student club presidents, etc.
- The red student tab labeled "Students" is not visible.
- The amount of text may be overwhelming for undergraduate students.
- Create simplified versions of brochures for each audience to improve readability. The simplified versions could be used as inserts to the full version formats.
- Create a document in multiple languages.
- Add the word "Equity" in languages from Africa.
- Use heavy bold letters on headers of themes.
- "Equal opportunity employer" wording needs to be inserted into brochure.

Mr. Lowe thanked commission members for the feedback. He will ensure the concerns/suggestions are addressed in the next revision.

D. Photo Suggestions/Descriptions

Chair Teniente-Matson welcomed Ms. Kathleen Schock, Director of Media and Development Communications, and asked her to share the photo suggestions and descriptions that she located within the photo database. Ms. Schock disseminated the photos and told the commission that she selected the photos based on the parameters that were suggested in the themed subgroup meetings. Each member had an opportunity to review the photos and provide written comments.

Ms. Shock collected the comments and will submit a summary of the suggestions to Mr. Jim Lowe. The comments will assist in the filtering of the photos that will be used in the brochure and other future printed materials related to the diversity plan.

Commission members suggested the inclusion of photos such as: hooding ceremony, Latino Commencement, women of color in STEM fields and images that contradict stereotypes.

Ms. Shock informed the commission that she would assist the campus photographer in the selection of photos that represent the aforementioned suggestions. Members were also encouraged to contact Ms. Schock directly for future suggestions/feedback.

E. Work Group on Priorities

Dr. Jody Hironaka-Juteau provided directions for the work group assignment. She requested that commission members gather in the pre-assigned groups to identify the responsible department and/or division for the

prioritized strategies/action items. Dr. Jody Hironaka-Juteau collected the spreadsheets. She will compile the suggestions and share the document with the President's Cabinet.

F. Response to Comments on Indicators

The commission did not have an opportunity to discuss the indicators. Dr. Jody Hironaka-Juteau recommended that the commission review the indicators independently. Questions and/or concerns could be directed to her or Dr. Xuanning Fu.

G. President's Revised President's Statement

Ms. Shock provided the commission with a revised version of President Welty's diversity statement. Commission members were asked to review the proposed revisions and provide feedback. Dr. Hironaka-Juteau highlighted that changes were made to adequately reflect the working definitions as well as infuse the language from the newly developed plan.

H. Next Steps

Dr. Hironaka-Juteau thanked the commission for their time and continued efforts as the commission moves forward in the implementation of the plan. She asked each member to vote for the one of the top two titles for the diversity plan. The commission had an opportunity to vote for either A Strategic Plan for Inclusion, Respect and Equity (ASPIRE) or the Strategic Plan for Diversity, Equity and Inclusion (SPDEI). The votes would be tallied to determine the final title of the plan.

Meeting Adjourned at 1:00pm

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