

# Meeting Minutes from Diversity Strategic Planning Task Force

March 5, 2014

Action items are highlighted in yellow

## A. Administrative Details

Introductory comments were shared, with explanation of the long distance (phone relay) participants.

- Sharon Ting's flight was delayed; NOTE: meeting will be taped.
- Packets were distributed and include the General Task Force Charge, followed by Diversity Task Force Charge and charges to the other task forces.
- Format for the TF final recommendations is included: Final recommendations will be formatted: High, Med, Low priority, followed by allocated dollar amounts.

A report on Task Force progress will be due initially on March 20, and then again in April for the Trustees.

TF work will require an aggressive timeline with hopes that everyone can make the meetings personally, if not keep up with them electronically, etc. Time zones will limit scheduling.

Schedule your Meetings as follows:

- Meetings will be on Fridays at Noon for an hour.
- People can converse/be updated via Wiki; URL will be forwarded.

## B. Business

### 1. Background.

- The current Framework for Inclusive Excellence serves as a strategic plan.
- Strategic plan may re-enforce aspects of the current framework or alter this.
- Four dimensions to this document:
  - Access and success
  - Campus Climate and Intergroup Relations
  - Education and Scholarship
  - Institutional Infrastructure

As we progress, we may also use:

- Best practices (specifically, Penn State)
- A copy of the Daryl Smith book which can be ordered for the Task Force  
Diversity's Promise for Higher Education, John Hopkins University Press, 2009

## C. Request for TF members to not which populations are missing or miscategorized

Based on the preliminary list of target populations, who else might be missing:

- a. Commuter Students
  - i. Due to the cross-sectionality of this population with other diverse populations
- b. Transgender students
  - i. Though addressed under the GLBT populations, transgender students are distinctive and should not be grouped within the category of sexual orientation
- c. Staff
  - i. as a separate population, should be included.
- d. (Question) Regarding disaggregated data about key populations (race and gender) for faculty/staff (and when appropriate students)
  - i. If groupings of data points are disaggregated, will it make the data more meaningful?
  - ii. (Yes, If  $n = 5$  or more)
- e. Low socio-economic status students
- f. Black Male Population students
- g. Those with physical disabilities and cognitive disabilities/variances
  - i. This is to address access issues for students, faculty, and staff

**D. Discussion Related to the Target Populations:**

- a. (Question) Can the list of these focus areas/populations be distributed to the campus community input?
  - i. Or possibly when the initial document is in a draft form?
  - ii. Response: Possibly, but it is more likely that meetings will simply be kept open and advertised to maximize input on an on-going basis.
- b. Questions arose as:
  - i. To whether the data regarding women and minority faculty was global or institutional.
  - ii. The citations that were associated with the data would be helpful in providing the most relevant information to address these issues for RIT as an institution. Additionally,
    - 1. There will be other additional data that will be important during the discussion including: LGBTQ, COACHE survey, Women's commission data, **Please peruse this data prior to the next meeting** once you receive them.
- c. Staff issues may be related to the need for clearer career-ladders and focus.
- d. A question arose, what is our desired future state for RIT as we shape this plan?
  - i. There is a caution in that the outcomes of this endeavor may be diluted if our desired state mirrors the less progressive work of other universities that we compare ourselves to. In response:
  - ii. It was suggested that Penn State is an exemplary strong program – nationwide, they incorporate effective use of various programs that we might be able to borrow from:
    - a. Multicultural competencies.

- b. Diversity requirement in the curriculum.
- iii. Also, RIT is looking for Bold Ideas, such as:
  - 1. Multicultural Alumni Programs.
  - 2. Preparing students for a domestic environment.
- iv. Those with other complementary data/reports: Please bring copies to review briefly at the meeting. Please bring an extra copy for minutes.