Diversity, Race and Justice Advisory Committee

Meeting Minutes

September 20, 2007
11:45 a.m.-1:30 p.m.


The following was discussed:

- A list of advisory committee members was reviewed. It was suggested that at least one student should be added to the advisory committee.

- Handouts were discussed: (1) role of advisory committee, (2) initial environmental scan of activities and programs at Eastern, (3) article by Damon Williams, and (4) copy of Kent State University Strategic Diversity Plan.

- Note: Dr. Michael Steve, Vice Provost at Kent State University will be attending the advisory committee meeting on November 13th (11:45 a.m.-1:30 p.m.).

- Another suggestion was that a web site be created for the Diversity, Race and Justice Advisory Committee.

- The committee shared their ideas on creating a diversity definition for Eastern:
  - Madeline – demographics, religion, sex, disability, age, socioeconomic status, race, gender and non-traditional students
  - Stacey – overall environment, outcomes, students to graduate, new faculty to grow, commitment from university and administration to issues of diversity
  - Walter – consistency, are we doing what we should be doing, accountability, how do we measure, who is held accountable, welcoming and supportive
  - Greg – demographics, critical mass, is it a culture that we are trying to create, acknowledge the differences and can we use the expertise of the university
Diversity, Race and Justice Advisory Committee

Meeting Minutes

October 25, 2007
11:45 a.m.-1:30 p.m.

Attendance: C. Green, S. Close, W. Diaz, G. Enggas, E. Matthews-Armstead, J. Zhu

The following were discussed:

Things to consider in developing a comprehensive diversity plan for Eastern:

- University climate (behaviors and attitudes) are key to achieving a welcoming campus environment.
- There are some things we can learn from business models on diversity.
- There needs to be a university wide commitment to diversity - how will commitment be shown/assessed?
- For example, why is diversity important at Eastern and who is diversity important to? Why does Eastern want diversity - what is the value perceived?
- Value of diversity - effectiveness in problem solving.
- Defining diversity - diversity is valued when the university as a whole takes responsibility for achieving diversity goals.
- Eastern also needs the appropriate resources to support changes in behaviors and attitudes i.e. a diversity resource collection- books, DVD's etc. (is being developed by Dr. Close)
- There is a need to address the campus wide racial divide – also gender and sexual orientation divide on campus.
- See “Divide We Stand”, by Dr. Matthews-Armstead on campus climate at Eastern and “preferences”.
- Goal- to create a welcoming environment: The paradox is a zero tolerance university policy at Eastern on discrimination; yet 40% of Black students believe that they have been discriminated against (Matthews study).
- Defining diversity – diversity includes demographic diversity but also must address a cross cultural context/interactive diversity.
- Idea: One idea is to create a lecture series on diversity issues. Query for departments - How do different departments and student clubs approach diversity (include academic and administrative departments).
Strategies for developing a comprehensive diversity plan at Eastern: This plan will be a five year plan that includes yearly benchmarks. There are three identified plan priorities:

- **Infrastructure:** There is a need for a way to address systemic diversity issues that are a part of the infrastructure.
  - Ideas: Review what we have in place that works i.e. University Senate Model and Liberal Arts Core Curriculum Model.
  - Review what is needed – to develop a University Diversity Model.
  - Data available – we have quantitative data, however, we need qualitative data.
  - Outstanding questions:
    - What is the commitment of the President to comprehensive diversity planning and what are the available resources?
    - How will we engage the campus community on issues of diversity and a comprehensive plan?

- **Resources:** Identify the resources during planning and implementation of plan.
  - Roll out accountability and responsibility issues related to vice presidents.
  - Get community buy-in and investment in the process during each stage of engagement.
  - Identify what exists now - for example- how are current department budgets used to impact diversity?

- **Climate:** Identify attitude/demographics/ accountability and responsibility that are university wide.
  - Address issues of campus climate, attitudes toward race, gender, and sexual orientation.
  - Address issues of retention and recruitment of faculty, staff and students in a demographic and culturally diverse campus community.
  - Address accountability: over the next 5 years we want a comprehensive diversity plan to continually build upon.
  - Goal: Create a place where you feel welcome.
Diversity, Race and Justice Advisory Committee

Meeting Minutes

November 13, 2007
11:45 a.m.-1:30 p.m.

Attendees: Constance Belton Green, Imna Arroyo-Winner, Gregory Ashford, Stacey Close, Walter Diaz, Grace Enggas, Madeleine Fugere, Eunice Matthews-Armstead

Presentation: Steve O. Michael, Vice Provost Kent State University

Dr. Michael discussed the development and implementation of the Kent State Comprehensive Diversity Plan. His talk included the following comments:

Things good plans have in common:
* Buy-in – committee & community have to buy into the plan
* Plan design
* Structure

Two types of planning models:
* Equity- Kent State Model
* Diversity Score Card
  Diversity Score Card: 4 elements – representative of different groups on campus
  i.e. 25% of population Latino – want to see 25% Latino in each department

Kent State’s model: 6 elements- provide a comprehensive way of looking at diversity:
1st element – Participation rate
2nd element – Persistence (longevity ratio of each group)
3rd element – Personal Well Being (climate)
4th element – Progressive Index (how different groups climb the ladder)
5th element – Leadership Commitment
  a. Internal Leadership application: level of application, level of infrastructure, level of resources, level of commitment
  b. External Leadership application: extent to which we influence society (outside of the university)
6th element – Diversity Education Strategies
  a. Degree to which your students are prepared to function in society
  b. The extent to which they are prepared to function outside of their own sphere of reference

Attached is a copy of the Kent State Diversity Model that was discussed. Note: There are 35 objectives.
Several aspects of the Kent State Model include:

a. Measuring outcomes:
   1. Participation ratio – ratio of groups
   2) Persistence ratio – longevity ratio of groups
   3) Personal Well Being ratio – general satisfaction
   4) Leadership ratio
   5) Progress index – vertical
   6) Diversity competency – demonstrated competency levels of groups
b. Stakeholder data:
   1) Students
   2) Faculty
   3) Staff
   4) Administration
   5) Board of Trustees
c. Segment data:
   1) Departments
   2) Schools
d. Tracking data:
   1) Trend analysis (to see what is going on over a period of time).

Dr. Michael also shared two articles on diversity leadership and institutional diversity.

Diversity commitment begins with leadership and impacts all aspects of university: Leadership commitment includes role of chairs, directors, executives and president and can be identified in the following:

a. Diversity in mission statement
b. Inclusion in major speeches
c. Leadership modeling – how comfortable are you interacting with different people you are hiring?
d. Resource allocation – how much are we spending to promote diversity plan
e. External diversity – resources to address issues

Each advisory member was asked to raise a question that they would like Dr. Michael to discuss:

These included:

a. What are the tools used to do a scan of university?
   Dr. Michael discussed the use of a climate survey (a cultural self study to tell you where you are).

b. What should we think about in recruiting students?
   Dr. Michael discussed the first step, participation: explore such strategies as pipeline programs, mass marketing, and international recruitment.

c. What else should we consider in creating a welcoming environment?
   Dr. Michael’s comments included a further discussion of use of a climate/attitudinal survey.
d. How do we help diverse faculty survive?
   Dr. Michael noted that every faculty member of color has to have a mentor. He/she can change mentors after 1 year yet should continue to have a mentor until tenure.

5. How do you integrate diversity into the culture?
   Dr. Michael’s response included:
   - Start with cultural self-study
   - Know that we will never be done with diversity
   - Have diversity workshops for committee members – we need to all be open to self-improvement
   - Put in place a diversity plan that will be institution wide
   - Make Diversity, Race & Justice Advisory Committee bigger – once the plan is done you need others to help monitor and implement the plan.

At the end of the conversation with Dr. Michael, Constance Belton Green noted the following next steps for the advisory committee:
   - For the committee: review the minutes from 10/25/07 meeting and add if there is anything missing.
   - Question: Should we bring in someone from the outside to do climate study- to give the study greater credibility?
   - For the next meeting of the committee (11/29/07) the agenda will be to work on the framework for the comprehensive plan (diversity model, climate survey, diversity definition).

Respectfully submitted,
J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

November 29, 2007
11:45 a.m.-1:30 p.m.


The following were discussed:

Diversity Definition: defining diversity at Eastern (Key words to consider in the definition):

- Human differences
- Recognition
- Respect
- Embrace
- Value
- Celebrate
- Inclusion
- Diversity also includes how we experience reality a sense of unearned privileges or undeserved constraints (i.e. discrimination).
- What is the vision: Eastern will be a place to develop unique talents/leverage for human advancement/ humanity (a welcoming environment).
- Who is included: Everyone including legally protected classes (i.e. civil rights law and compliance).

Dr. Stacey Close identified several key points and goals for a comprehensive diversity plan at Eastern.

- Diversity will support an open sharing of ideas.
- It will be characterized by a commitment from the President (leadership from the top down).
- There will be a need to encourage departments to develop individual diversity plans based on department needs.
- The plan should address the need for community dialog including organizing campus debates on hot button issues.
- There needs to be campus wide programs that teach diversity (students/faculty/staff/administrators).
There needs to be a support system that includes funding for faculty and staff who teach diversity or hold diversity workshops (creating diversity teams).

There needs to be an enhancement of the university’s infrastructure.
- Faculty Senate – get senate to pass bill that says they support diversity mission.
- Bill for Student Government Association that supports diversity.
- Diversity, Race and Justice to become a permanent standing committee thru faculty senate (larger committee to buy in).

Goal would be to develop a website on diversity with links to scholarship on diversity (including the challenges that other universities have faced regarding these issues).

Lasting outcomes – benchmarks

Dr. Eunice Matthews-Armstrong and Dr. Madeleine Fugere summarized the goals of the plan using the comprehensive diversity model introduced by Dr. Steve Michael, Kent State University.

1. Start on the plan and target the issues.
   - Diversity competency
     - Diversity of ideas
     - Senate bill
     - Web site
     - Campus debates
     - Diversity training and workshops
     - Funding
   - Leadership commitment
     - Top down
     - Bottom up
     - Department diversity plan
   - Persistence
     - Funding
     - Senate Bill
     - Ongoing/lasting effects
     - Infrastructure
   - Progress Index
     - Buy-in from community
     - Web site
     - Graduation rates
     - Mentoring and student support
     - Professional development
   - Participation
     - Lasting outcomes
     - Diversity performance indicators
   - Personal Well Being
2. Next steps: process discussed by the Advisory committee:
   - Step 1: Develop a self study. The committee discussed the importance of a climate survey and the importance of developing a self-assessment tool. Good plan requires a good assessment. One tool review was the Northeastern Climate Study. The following was raised:
     - Need to identify areas to be included the self study (campus climate survey).
     - Identify what should be asked
     - Should the survey be conducted externally?
     - How will the instrument be received by Eastern colleagues?
   - The general consensus was that an external consultant conducting the survey would lend greater credibility.

Primary reasons to have an external climate survey were:
1. Legitimacy
   - Analysis done by outside agency.
   - Production of a report would be by an objective source.
   - Use of external process takes away from the paranoia and provides greater integrity for the results.
2. Safety and comfort of participants
   - Information requested is perceived as having greater confidentiality when external source is used.
3. There was a sense from the committee that a commitment to this project could be best shown by support for hiring someone external.
4. The committee also questioned whether it was feasible to produce this material without external support. Examples of reasons given:
   - Hire an agency that specializes in this type of survey.
   - Not enough time for the committee to develop its own survey.
5. Reasons for strategic plan were summarized:
   - Plan will further clarify mission statement of the university.
   - Plan helps prioritize what is really important to the community on issues of diversity.
   - Plan will identify the committee’s work going forward.

Respectfully submitted,
J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

January 17, 2008
1:00 p.m.-2:00 p.m.

Attendance:  C. Green, I. Arroyo, G. Ashford, S. Close, Walter Diaz, G. Enggas,
            B. Lashley, E. Matthews-Armstead, J. Zhu

The following were discussed:

The following co-chairs were agreed upon by the committee:
   Mr. Gregory Ashford
   Dr. Eunice Matthews-Armstead

Dr. Green noted that she would be on sabbatical until April 1, 2008.

Next steps on campus climate survey:
Brian Lashley will be joining the committee.

An invitation has been extended to Donnie Perkins from Northeastern University
discuss their experience with campus climate surveys. Date: January 31, 2008,
time will either be 8:00 am or 1:00 pm. Diane Eubank will follow up

Dr. Green reviewed the draft report that was presented to the senior and
extended staff and requested that the committee review draft and revise as
needed. Close attention should be paid to reviewing the diversity vision in light
of the strategic plan.

Dr. Close would like to invite Dr. Nuñez to meet with the committee and talk
about the university diversity vision.

The remainder of the meeting was used to discuss in detail how to administer a
campus climate survey:
   Faculty, students and staff need to be involved in understanding the survey
   prior to the survey being administered.
   Vice Presidents, chairs, deans and others could be used to help encourage
   participation in the survey.
   Imna Arroyo and Grace Enggas suggested that they speak with the university
   senate about the survey.
It was decided that April was a more realistic timeframe for having the survey administered on campus.

The departments of Institutional Research and Information Technology would be involved in the administration of the survey.

A survey is considered successful with a 33% participation rate.

Two issues were discussed involving the administration of the survey:

1. A portion of the support staff does not have access to computers and there is a language barrier for some.

2. Student participation – faculty will be the key to getting the students to complete the survey.

Corrected item: budget max for survey and related costs is $5,000.00.

Comprehensive diversity plan timeline: the recommendation was to extend plan date to December 2008 to share the draft plan with the President and the university community.

Dates and time for future committee meetings are as follows:

- January 31, 2008 1:00 pm Connecticut Room (lunch)
- February 14, 2008 8:00 – 9:15 Connecticut Room (breakfast)
- February 28, 2008 8:00 – 9:15 Connecticut Room (breakfast)
- March 06, 2008 8:00 – 9:15 Connecticut Room (breakfast)
- March 27, 2008 8:00 – 9:15 Connecticut Room (breakfast)
- April 10, 2008 8:00 – 9:15 Connecticut Room (breakfast)

Respectfully submitted,

J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

February 14, 2008
8:00 p.m.-9:30 a.m.

Attendance: E. Matthews-Armstead, I. Arroyo, G. Ashford, Madeleine Fugere, B. Lashley

The following were discussed:

Diversity, Race and Justice Advisory Committee to develop the Diversity Plan

Domains to be addressed with the campus climate survey:

- Knowledge of campus activities and services
  - awareness of school efforts - are they relevant
- Participation in diversity activities
  - look at people’s perception in promoting diversity
  - have you ever taken a course specifically on diversity
- General Environment
  - perceptions & attitudes about bias in general, interventions
- Leadership perception
  - what do you expect from a good diversity leader
  - do you feel your department includes your input
  - does your leadership hear you
  - can you contribute
  - responsive when incidents occur
  - speak out publically
- Demographic information
  - gender, age, etc.
- Measure of emotional well-being
  - do you feel comfortable
- Measure of behavior (social distance scale)
  - have you ever been included/ excluded

Global language gives global answers

- Be as specific as possible on the survey, i.e.
  - Has it happened to you?
  - Have you seen it done to others?
Ask same question in different areas of the survey (vary the language of the question).

Core of questions that everyone will answer.

All domains will be covered in both surveys.

Survey to be in English and Spanish.

Preparation for the next meeting: review handout from Brian Lashley and prepare questions for survey.

The next meeting will be held on Thursday February 28, 2008 from 8:00 – 9:15 am in the Connecticut Room (breakfast will be provided)

Respectfully submitted,

J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

February 28, 2008
8:00 p.m.-9:30 a.m.


The following were discussed:

Determined that two surveys were needed the foundation of both surveys would be the same.
1. Faculty and staff.
2. Students.

Demographic domain questions proposed:
- Gender
  - Male
  - Female
  - Transgender
- Age
  - Under 30
  - 30 – 34
  - 35 – 39
  - 40 – 44
  - 45 – 49
  - 50 – 54
  - 55 – 59
  - 60 – 64
  - 65 and above
- Sexual orientation
  - Bi-sexual
  - Heterosexual
  - Homosexual
- Language
  - English only
  - Bilingual
  - Multilingual
- Religious affiliation
  - Do you have a religious affiliation.
• ADA
  o Are you a person with a disability?
• Race
  o African Diaspora
  o Asian
  o Bi-racial
  o Multi-racial
  o Pacific Islander
  o Caucasian
  o Native American
• Ethnicity
  o Asian
  o European
  o African continent
  o Caribbean
  o Latino/Latina
  o Middle Eastern
  o Native American
  o Aleut
  o Mexican/Chicano
  o Other (please specify)
• Years at Eastern
  o Less than 2 years
  o 2 – 6 years
  o 7 – 10 years
  o 11 – 20 years
  o 21 + years
• Employment Category
  o Part time
  o Full time
  o Faculty
    ▪ Tenure track
    ▪ Non-tenure track
  o Professional/Administrative Staff
  o Support/Clerical Staff
  o Craft/Service Staff
  o Other Staff

Preparation for the next meeting:
  Domains
  • Knowledge of campus activities and services
    o awareness of school efforts - are they relevant
  • Participation in diversity activities
    o look at people’s perception in promoting diversity
• have you ever taken a course specifically on diversity
  • General Environment
    o perceptions & attitudes about bias in general, interventions
  • Leadership perception
    o what do you expect from a good diversity leader
    o do you feel your department includes your input
    o does your leadership hear you
    o can you contribute
    o responsive when incidents occur
    o speak out publically
  • Measure of emotional well-being
    o do you feel comfortable
  • Measure of behavior (social distance scale)
    o have you ever been included/ excluded

The next meeting will be held on Thursday March 06, 2008 from 8:00 – 9:15 am in the Connecticut Room (breakfast will be provided)

Respectfully submitted,
J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

March 06, 2008
8:00 p.m.-9:30 a.m.


The following were discussed:

Reviewed surveys from various institutions.

Determined that questions from several surveys could meet our needs, began to revise questions.

Diane will send out first draft of survey for review, please indicate the following:
1. Revisions
2. Additions
3. Deletions

The next meeting will be held on Thursday March 27, 2008 from 8:00 – 9:15 am in the Connecticut Room (breakfast will be provided)

Respectfully submitted,
J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

March 27, 2008
8:00 p.m.-9:30 a.m.


The following were discussed:

Reviewed first draft of survey.

Additional domains addressed.

Questions added and/or deleted.

Survey questions reworded to reflect the university.

Diane will send out second draft of the survey with the following changes:
  1. Revisions
  2. Additions
  3. Deletions

The next meeting will be held on Thursday April 03, 2008 from 8:00 – 9:15 am in the Connecticut Room (breakfast will be provided)

Respectfully submitted,
J. Diane Eubank
Diversity, Race and Justice Advisory Committee

Meeting Minutes

April 03, 2008
8:00 p.m.-9:30 a.m.

Attendance: E. Matthews-Armstead, I. Arroyo, Grace Enggas, M. Fugere, B. Lashley
Guest: Kevin Gill

The following were discussed:

Kevin Gill explained the dynamics of placing the survey on the web
  1. Sample of the survey on the web
  2. Access to survey

Reviewed second draft of survey, revised questions and added statement at end of survey

Discussed incentives for the students to fill out the survey

Diane will send out final version of the survey to the committee members and to Kevin Gill to be placed on the web for a trial run.

The next meeting will be held on Thursday April 10, 2008 from 8:00 – 9:15 am in the Connecticut Room (breakfast will be provided)

Respectfully submitted,
J. Diane Eubank