

Faculty Diversity and Equity Committee  
AMENDED MINUTES  
April 24, 2014  
Start time: 2:10pm End time: 3:50pm

**Members Present:** Kim Geron (Chair), Corey Gin (Presidential Appointee), ZáNean McClain (CEAS), Enrique Salmon (Ethnic Studies), Sharon Radcliff (Library), Charles Batey (Office of Investigations/Risk Management), Jing-Wen Yang (CBE), Gale Young (CLASS),

**Guests Present:** Sophie Rollins (Academic Senate Office), Claudia Sandoval (Student Senate), Endre Branstad (Academic Senate Office)

**Members Not Present:** Dianne Rush Woods (Office of Diversity), Daminna Standfield (Accessibility Services), Diana Balgas (Retention Services), Annette Walker (Enrollment Devt & Mgmt), E. Maxwell Davis (Women's Studies), Shirley Yap (COS), Christina Chin-Newman (fill-in for E. Maxwell Davis in Spring Quarter).

1. Approval of the agenda
2. Approval of the minutes 4/10/14
3. Reports
  - a. FDEC Chair
    - i. Status of FDEC –
      1. Faculty chose to change procedures with regard to Bylaws
      2. Is FDEC currently a standing committee? Not currently due to previous vote of faculty not meeting quorum and veto by President of 2<sup>nd</sup> attempt.
      3. In Winter Quarter 2013 faculty voted to change the voting procedures regarding bylaws and we waiting to see if the President will agree to the new voting procedures (50%+1 of 50% of regular faculty or if 50% of faculty voting does not reach 50% but reaches 33% of regular faculty, then a 2/3rds vote of faculty would approve by law changes)
        - a. electing college reps. this Spring 2014
        - b. need at least 200 people to vote; 2/3 of a 3<sup>rd</sup>; must be voting; regular faculty (not all faculty)
    - ii. Campus Climate Presentation –
      1. CSUEB does not have an Ombudsperson and a place where a restorative justice framework can be applied at this time. This is currently under discussion with the Provost.
      2. The Restorative Justice Model was introduced by Dr. Eileen Barrett and Dr. Luz Calvo who researched and came up with the

proposal of a center basing their idea off of a model happening in K-12 schools and universities currently

3. Bring people together to resolve conflict (e.g., sexual harassment, violence, etc.) prior to going to Charles Batey
4. FDEC group is invited to attend the training, workshop, conference, etc. that resolves around this project

iii.

1. ASI wants to pursue this as CSUEB is said to be known by their diversity on campus
2. Students do not feel like they are treated fairly (specifically international students)
3. Can the FDEC committee support this resolution in some formal way? For now, it is being heard by CIC.
  - a. If CIC is not willing to take action, then FDEC should plan to take action

b. Presidential Appointee

- i. Jessica Weiss, Diane Rush Woods and Corey Gin met to plan The Week of Excellence; waiting to see what the freshmen book will be and go forward from there
- ii. Last 10-point plan brought up “diversity plan” has some training in a software system where people can take it
  1. Corey Gin is asking that we look over the training materials in a link and provide feedback for editing purposes

4. Business:

- a. 13-14 FDEC 2 amended: Diversity Rubric for CAPR Five-year Review
  - i. Diversity Rubric – First reading at the senate...some people loved it and some people didn't love it
  - ii. How do we assess variations in the student population?
  - iii. To be fair to all departments – talk about what you are doing well (highlight for example community engagement)
  - iv. Derek Kimball and Shirley Yap are working on materials that may be very helpful in order to provide more education on how to integrate into the language
    1. These materials can help with the school of science as to show that we are taking their criticism seriously and making a real effort in being fair in our evaluation
  - v. Two recommendations were read and discussed
    1. Percentage is an issue
    2. Data buried

- vi. Gale Young makes suggestions...
  - 1. National data on percentages
    - a. FDEC recommends at or above averages
    - b. Value of document – we must demonstrate that we care enough (e.g., we are becoming a Latino serving institution, etc.)
    - c. Without a ranking with a timeline (e.g., 2 years)
      - i. Corey Gin’s concept – telling our story
    - d. Measuring and making people accountable
- vii. Faculty Diversity language does state specifically what diversity is being required
  - 1. No language with regard to the protected class either
- viii. Departments must document how that they have tried to diversity their departments
- ix. Must keep in the CAPR document so that diversity can start being taken seriously
  - 1. Various categories that they will rank their departments
  - 2. CAPR document already addresses race/ethnicity of students, but no language about the faculty diversity
- x. Meeting in two weeks (May 6, 2014) to defend our diversity rubric
  - 1. Suggest skipping the May 6<sup>th</sup> senate meeting since many FDEC members are unavailable and have the 2<sup>nd</sup> reading during the May 20, 2014 meeting
- xi. Diversifying curriculum – the experts must address, but bring student experiences into the thought process even if departments do not study humans

b. Tenure Track Hires

- 1. Requesting that all members on the hiring committees must take a diversity training “course”
- 2. Criteria should be that candidates should be embedded in the community – this type of language may help to hire faculty that looks more like our student population
- 3. Colorado model was discussed, but the concern is that it doesn’t meet CSUEB’s 209
- 4. Texas case discussed (i.e., affirmative action language)
- 5. Strong statements needed for some departments
- 6. Are there any criteria in the language to stop the search if candidate is not of diverse background? No, because of 209

- a. Cannot exclude a qualified individual if that is who the committee is deciding upon
- 7. Positive: We are in a hiring mode, where many public institutions are not in a hiring mode at this time
- 8. We need to hire minority faculty and we need to figure out the language to do so
  - a. Language change – changing what is best qualified, so we don't have to bring race and ethnicity into it
  - b. How do we score what we are looking for?
- 9. Deficiencies may be the language we are looking for
  - a. Correcting the deficiency – National law (affirmative action)
- 5. Announcements
  - a. Winona LaDuke will be on campus speaking about environmental justice on May 1, 2014 at 4:00pm outside grass in front of Diversity Center
  - b. The GE committee has an issue with the Pacific Islander cluster's course title which clearly states the course is for the Pacific Islander student population
    - i. Seems that the committee didn't pass through a few clusters, but the individuals who created the Pacific Islander proposal were told they were not chosen because of the title (alone)
    - ii. Maybe FDEC may do a referral
- 6. Adjournment
  - a. Motion made by Corey Gin and seconded by Gale Young