



Grad School Equity and Diversity Committee Meeting

Date: July 10, 2014
Start/End Time: 2:00 – 3:00 PM
Location: 334 Bascom Hall

Attendees:	Members:	PRESENT	absent
		Kory Breuer – WID	X
	Wayne Davis – Biotech		O
	Rebekah Franklin – RARC	X	
	Isabelle Girard – Biotron	X	
	Toni Gunnison – UW Press	X	
	Darrell Hamilton – PSL, Chair	X	
	Deborah Hartley – Primate Center	X	
	Sheila Hessman – Institute on Aging		O
	Anita Herrick – WIPAC	X	
	Marchel Hill – Molecular Virology		O
	Andres Mejia – Primate Center		O
	Anne Moser – Aquatic Sciences Center		O
	Jessica Karis – Cell & Molecular Biology		O
	Julie Karpelenia – Graduate School		O
	Daniel Kleinman – Graduate School		O
	Terri Peck – Waisman Center		O
	Nina Porcaro – BioTech Center		O
	Mary-Butler Ravneberg – Graduate School		O
	Eric Thompson - SSEC		O
	Maria Vasys - SSEC	X	
	Mark Wegener – Arboretum		O
	Guests: Jim Haugen, WIPAC		
Scribe	Isabelle Girard, Biotron		
Pre-meeting Preparation:	Review agenda; May 8, 2104 minutes		

----- Minutes ---

AGENDA	WHO
<p>Welcome: The meeting was called to order at 2:03 by Darrell Hamilton.</p>	<p>Chair</p>
<p>Minutes: The minutes were reviewed. The minutes were not accepted since the group did not have a quorum.</p>	<p>All</p>
<p>Old Business:</p> <p>1. At the May 8 meeting, the committee discussed recommendations #2 and #7 of the draft document from the UW Ad Hoc Diversity Planning Committee. Darrell Hamilton updated the committee that he was not able to complete a draft response yet. The members continued discussion of the recommendations, and Toni Gunnison collected questions and comments as they were discussed. She will forward to Darrell after the meeting, and Darrell will edit and send out to the committee for review.</p> <p>Recommendation 2.1: Strengthen the existing diversity infrastructure by reviewing the role of the Multicultural/Disadvantaged Coordinator (MDC) and the Equity and Diversity Committee (EDC) in each unit, to determine the best way to fully integrate the MDC and/or EDC into the daily practices and broader planning for diversity and climate activities. Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals. Drawing on the best practices of some divisions, it is recommended that a regular cycle of divisional reviews be established for the evaluation of progress toward diversity and climate goals.</p> <ul style="list-style-type: none"> • Stakeholders: MDCs, EDCs, and Associate Vice Chancellor for Diversity. • Implementation: University senior leadership (Chancellor, Provost, Vice Provosts, Deans, Directors and other governing boards that may be established.) • Short-term Indicators of Success: Each academic and administrative unit will actively engage in developing its diversity goals and mechanisms for achieving those goals, and will provide a transparent, publically available accounting of their progress toward those goals. • Long-term Indicators of Success: In addition to an accounting of progress toward its stated diversity goals, Deans and Directors will be evaluated based on their unit's progress toward achieving its stated diversity goals. • Rationale: As a large and administratively distributed campus, diversity efforts must be intentionally coordinated. As such, each academic and administrative unit on campus needs its own coordinated diversity plan. <p>Recommendation 7.1: Support departments, schools, colleges, and administrative units to form mentoring committees that better meet the continuing needs of new faculty and staff members by effectively pairing each new hire with a mentor (or group of mentors). This recognizes the variety of mentoring styles and needs of different communities and individuals, particularly members of underrepresented groups. .</p> <ul style="list-style-type: none"> • Stakeholders: Faculty and Staff. • Implementation: Vice Provost for Faculty and Staff; Deans and Directors, Department Chairs • Short-term Indicators of Success: Appropriate Mentor(s) both formal and informal. • Long-term Indicators of Success: Increase retention and satisfaction rates. • Rationale: In order to support the diverse needs of incoming faculty and staff in leadership positions, new hires need to be capable of engaging across difference. Preparing new faculty and staff to be successful and well-rounded may require multiple mentors with different strengths. 	

<p>New Business:</p> <ol style="list-style-type: none"> 1. Darrell was unsure of his schedule for August and suggested that Aug/Sept might be a good time for subcommittee work if there was no scheduled meeting. 2. Darrell suggested that Bonnie Sundahl, Office for Equity and Diversity, be invited to speak at a meeting, possibly in August or September when he may not be available. 3. The committee discussed whether reading a book together might help increase engagement and understanding of common goals. Toni volunteered to forward the list of equity and diversity – themed books compiled by the Graduate School. 4. It was suggested that the committee itself determine its goals and priorities for equity and diversity work, rather than await direction from the Ad Hoc Committee or the Graduate School leadership. Initiatives with measurable outcomes could help the committee be more engaged and productive. 	
<p>Next meeting agenda and action items: None</p>	
<p>Meeting adjourned at 3:02</p> <p>NEXT MEETING WILL BE: to be determined</p> <p>Room 350</p> <p>Scribe: Mark Wegener, Arboretum</p>	