Diversity Council Meeting Minutes
March 21, 2019 9:00-11:00 AM
Newcomb Hall South Meeting Room

Present: Maria Chee, Kate Duvall, Tabitha Enoch, Vicki Gist, Lisa Harris, Christie Julien, Jack King, Susan Kools, Rebecca Leonard, Marcus Martin, Jaronda Miller-Bryant, Joy Mitchell, Phylissa Mitchell, Kristin Morgan, Marla Muntner, Gary Nimax, Gail Prince-Davis, Faran Saeed, Rachel Spraker, Jennifer Uber, Maurice Walker, and Derick Williams
Guests: Dayna Matthew and Sarah Schultz Robinson

I. **Introductions**

II. **The Student Experience in the Research University (SERU) Survey**
    Sarah Schultz Robinson, Assistant Director, Office of Institutional Assessment and Studies
    a. The SERU survey is designed and administered with 15+ AAU universities. All degree-seeking undergraduate students are invited to complete the survey every other spring. Data is available for years 2012-2016 and 2018. Response rates are from 25-35%, trending downward.
    b. A core module of questions is presented to every student. There are two other randomly assigned modules: student life and development & UVA-designed. The dashboard shared with the DC presents climate diversity questions by multiple identity groups (class year, disability, gender, international, race/ethnicity, political orientation, religion, social class, sexual orientation).
    c. Starting in 2015, the satisfaction of students has trended downwarded. DC members recalled this may have occurred because of many social aspects at UVA and beyond (e.g., Martese Johnson, Rolling Stone article, Hannah Graham), but there is no way to confirm. The category "Strongly Agree" has less responses while disagreement responses have gone up.
    d. Sense of Belonging Over Time:
        i. By religion: Muslim students are in strong disagreement. This has decreased over time (2015-2018).
        ii. By race/ethnicity: About 30% of African Americans disagreed. This has decreased over time.
        iii. "Diversity is important at UVA" over time: Decreased over the years 2014-2016, increased slightly in 2018.
        iv. Bystander knowledge over time: "I know what to do if I witness something that is unethical or inappropriate." In 2018, more students are disagreeing with this statement.
    e. Text comments are available in the Box folder to view responses from students who gave more input. There are many comments about the events of August 2017.

III. **Institute for the Redress of Inequity through Community-Engaged Scholarship – "Equity Institute"**
   Dayna Matthew, J.D., PhD., University of Virginia Law School
   a. The Equity Institute is not established yet; it is a big idea that can help UVA establish its purpose, which is to serve. This would transform the way UVA does research. The institute is focused on community-engaged scholarship; creating knowledge/scholarship by partnering with the community instead of treating them as participants. UVA can use its resources to help Charlottesville change the inequity (e.g., wide black-white achievement gap, low wages).
   b. Three divisions:
      i. Research (Community-Engaged Scholarship & Critical University). There would be 3 research areas: Just Cities, Public Health Equity, and Equitable Governance. There would be a community IRB in which the university's IRB has to coordinate with to approve research that involves the community.
      ii. Pedagogy/Education (Community-Engaged Scholarship Education)
      iii. Service (Equity Research Services Director)
   c. The institute is working on curriculum for anti-racist training. The goal is to develop 25 mandatory anti-racist training courses for undergraduate and graduate students.
   d. The group received seed funding of $100,000 to do some work. Initiatives:
      i. Equity Atlas (place to access research about the community)
      ii. Girls Are ALLWrite (after-school writing program for black girls)
      iii. Community Youth and Policing Dialogue
      iv. Racial Equity Institute Groundwater Training
   e. Leadership Summit (January 10-11, 2019). The group met with community members who approved the proposal before it was submitted.
   f. Ten Benefits to Our Community: eliminate extractive research practices; provide data for community driven priorities; remove town-gown barriers; develop youth pipeline programs to scale.
      i. See slideshow for the full list of benefits.
   g. Ten Benefits to UVA: coordinate and elevate community-engaged scholarship at UVA; grow UVA's scholarly reputation; serve the core purpose of a public university; reconcile with our history and our neighbors.
      i. See slideshow for the full list of benefits.

IV. **Announcements**
   a. The University of Michigan Players will conduct a faculty workshop on inclusive classrooms. There will also be another workshop about how to support African American students.
   b. Margo Lee Shetterly, author of Hidden Figures, will visit the McIntire School on Tuesday, March 26.
   c. Festival of Cultures – May 11 in Washington Park
   d. EOCR will sponsor Monacan Pow Wow May 18-19 in Amherst

V.   Next Meeting: Wednesday, April 17, Commonwealth Room, Newcomb Hall

Diversity Council Meeting
Wednesday, April 17 9:00-11:00 AM
Newcomb Hall Commonwealth Room

Present: Cecil Banks, Maria Chee, Peggy Dame, Kate Duvall, Tab Enoch, Vicki Gist, Valerie Gregory, Lisa Harris, Keisha John, Ray Johnson, Christie Julien, Jack King, Jennie Knight, Jessica Livingston, Marcus Martin, Matthew McBee, Jaronda Miller-Bryant, Joy Mitchell, Kristin Morgan, Tobiyah Morris, Marla Muntner, Gary Nimax, Faran Saeed, Rachel Spraker, Nic Thompson, Jennifer Uber, Maurice Walker, and Derick Williams
Guests: Dorothe Bach, Zakira Beasley, Mark Dunn, Cortney McEniry, and Nicole Robinson

I.   **Introductions**
II.   **Festival of Cultures – Zakira Beasley**
   a. This year will be the 16th annual Festival of Cultures on May 11 from 10-4 in Washington Park.
   b. Zakira asks the Diversity Council for 2 actions: share the festival with your friends, colleagues, and offices; and volunteer for 2-hour periods during the festival. Teens and high schoolers can volunteer as well.
   c. Zakira will email links and posters to share electronically with the council.
III. **UVA Acts Ensemble Update – Cortney McEniry**
   a. UVA Acts is applied theatre - performance that utilizes theatre to inspire social change. UVA Acts promotes preventative practices that foster equitable, vibrant spaces for working and learning at UVA. The program is focused on promoting behavior changes among UVA faculty that will then lead to culture change in the classroom. All work is portable, and the program can be invited to retreats, buildings, offices, etc.
   b. Programs
      i.   Inclusive teaching toolkit – five modules that explore equitable pedagogical practices for: the first day, lectures, small group work, feedback & evaluation, and mentoring & advising. Segments are 45 minutes long, or participants can view the whole program in 2 ½ hours.
      ii. Search committee signals – program that invites audience to identify bias in search committees.
      iii. Future programming (2019-2020): hot moments in the classroom, gender-based harassment, and bystander intervention
      iv. Get involved: sign up for UVA Acts newsletter, attend a pilot performance, audition for an ensemble, observe a rehearsal, or email Cortney if you have a topic suggestion at uvaacts@virginia.edu.
   c. Other
      i.   UVA Acts hopes to work with playwrights on shorter monologues that will be filmed. This will hopefully be available in Fall 2020.
      ii. Students who want to be involved can go to student pilots in the fall, sign up for the newsletter, or apply for a job on Handshake.

IV. Education Task Force Update – Faran Saeed and Nic Thompson

   a. Education task force committee members provided the council with documents on phases to build diversity and inclusion capacity at UVA; a diversity, equity, inclusion and social justice competency model; and a reading list.

   b. The task force asked DC members for feedback on the materials. If members have resources that need to be added, please let one of the task force members know. More resources on disability, gender bias, etc. are needed to enrich the list.

   c. This resource is intended to be complementary to all the other education at the university; used as a "training the trainers" method.

   d. These documents rely on a self-assessment. Long term, the task force would like to integrate this with HR so that when people score low on cultural competency, they can have these resources at hand.

V. HoosBrave – Tabitha Enoch

   a. HR had no diversity education resources, so Tabitha and some team members created a curriculum called 'multicultural fluency' that has been implemented in HR courses. The group has gone to HR classes and different departments. They are looking for a way to formalize, institutionalize, and receive payment for this. HoosBrave has reached over 600 people, including faculty, staff, and students.

   b. The first curriculum was on microaggressions and the second was on white privilege. The third will be a two-part curriculum on white fragility.

   c. The goal of HoosBrave is to create conversations. Their curriculum has been in high demand, and a website is in the works.

VI. Other Education Updates

   a. Dr. Martin presented cases from his book *Diversity and Inclusion in Quality Patient Care* at Association of American Medical Colleges (AAMC) and people discussed cases in small groups. The cases vary in type (race/ethnicity, gender, homelessness, etc.) and can be used by people and modified for different situations. Dr. Martin offered the information to UVA Acts in case they expand into the Medical Center. Dr. Martin sent out the book flyer to the DC.

   b. Institutions across Virginia are having conversations about race, and UVA has joined in partnership with this.

VII. Leveraging Diversity Education Assets Across Grounds and Health System – Mark Dunn and Lisa Harris

   a. Talent Development is working in both the academic and the health system and wants to be a great partner to offices and/or individuals.

   b. Goals: build awareness of the diverse ways we deliver diversity awareness and partner to serve the diverse needs of the University and health system

   c. There are many different diversity programs happening on Grounds - what can we do to streamline and avoid duplication?

   d. Tools and resources needed: collaboration across teams, central calendar for diversity and inclusion related events, budgets, and training for volunteers/professionals.

      i. EOCR is working on a central calendar for diversity, equity, inclusion, & social justice related events across Grounds.

e. Wins for these goals would include a changing of culture and schools/departments living what they learn.

f. DC members were given time to share their thoughts on how to integrate new thinking, focusing on 3 key topics:
      i. Vision, mission, and structure for education and training
      ii. Strengthen collaborations across DC members, schools, UVA and the health system
      iii. Impact UVA and the health system to become a culture of learning
      iv. Thoughts/answers:
            1. Create a streamlined assessment
            2. Think about ways to evaluate and track the impact of the work we do
            3. One DC member mentioned that there are no diversity sections during orientation for nurses at the health system. Making sure these topics are brought up to new employees is important.
            4. Including diversity issues in the existing coursework
            5. An expectation of new people changing while those that have been here for years are not changing

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Diversity Council Meeting
Thursday, September 26, 2019 2-3 PM
Newcomb Hall Commonwealth Room

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Present: Cecil Banks, Sarah Cole, Jasmine Crenshaw, Carolyn Dillard, Kate Duvall, Joy Elmore, Tabitha Enoch, Meghan Faulkner, Elyse Girard, Vicki Gist, Valerie Gregory, Yi Hao, Keisha John, Rollin Johnson, Cindy Kiefer, Jack King, Susan Kools, Rebecca Leonard, Jessica Livingston, Matthew McBee, Kevin McDonald, Kit Meyer, Jaronda Miller-Bryant, Phylissa Mitchell, Kristin Morgan, Tobiyah Morris, Gary Nimax, Katrina Richardson, Rachel Spraker, Nic Thompson, Maurice Walker, Diane Whaley, Brittany Whiteside, and Sheri Winston.

I.   **Welcome and Introductions**
II.   **Operation of Diversity Council in the Past & Future Areas of Opportunity**
   a. In the past, the Vice President has been the chair, and Kevin is open to having a new chair in the future.
   b. In spring 2018, the Diversity Council talked about the purpose of the group and how it can be more action oriented. This sparked the creation of task forces - education, response team, etc. Members expressed that they would like to move away from a structure in which we learn about various initiatives and move toward playing a part in the response to various events on Grounds. The DC could be an advisory or advocacy group that create recommendations that go to the president.
       i.   The Dean's Working Group was formed in response to the events of August 11 and 12, and no one from the DC was included, including Marcus Martin.
       ii. There is a crisis communications group made up of representatives from University Communications and the President's Office that does not have diverse representation.
       iii. Diversity Deans operates under the provost, so it only includes schools; no administrative units.
   c. Future Opportunities
       i.   Prepping students from Madison House to go into the community.
       ii. UVA was not involved in the planning for Unity Days but encouraged participation. This group could be used to help make recommendations for next year's Unity Days.
       iii. This group could be engaged in message development for the University. President Ryan will normally send a University-wide email in response to UVA events or make a statement on social media if it is a national event that doesn't affect UVA.
       iv. Administrative units have not been asked to do strategic planning, which could be an opportunity for this group.
       v.   There is an opportunity to extend the strategic framework from the University into the community.

      vi.   Creation of a community engagement committee.
     vii.   Community town halls could be used to inform the community about the work we've been doing here.

d. Membership
       i.   Clarification of roles in the DC. Learning what the university-wide plan is, and what each person's role is in their own individual unit and how they can contribute.
      ii.   Kevin is most concerned with people that want to be here and are engaged in the group and the process. It may not be necessary to have term limits.

e. Concerns about Data
       i.   Some members of the group were concerned about the delayed release of climate survey results. This group often reviews data but could then analyze the data to brainstorm about improvements. How do we bring the data to practice?
      ii.   The climate survey could be built into the Chief Diversity Office in future planning. The survey was done in-house, which controls the release of results. An external company could do the survey next time.

f. What are the goals/objectives for this group a year from now?
       i.   Strategic framework in place by the spring.
      ii.   Stronger involvement with the community in Unity Days.
     iii.   Unpack needs for faculty, staff, and students.
     iv.   Being able to advise not only the Vice President, but other university leadership.
      v.   Look over diversity plans from schools and give feedback and provide guidance.
     vi.   This will be a building year for the Diversity Council, but we will have to create action on the strategic framework specifically, because it must be in place by the spring.

g. Inclusive Excellence
       i.   There is a framework starting around inclusive excellence. The goal is transparency that some will find comfortable and some will find uncomfortable.
      ii.   Rachel Spraker, who is now the Director of Inclusive Excellence for the Division of Diversity, Equity, and Inclusion can send something to the group about inclusive excellence and we can talk about it as a group.

h. The original purpose of the DC was to gather all of those who do work around the University together. Some members feel that this purpose has now been fulfilled, and this can be a time to start fresh. A name change or purpose change was suggested.

i. Next meeting: An email will go out beforehand for members to think about a name change and committees. In the meeting, there will be time for strategic plan feedback, information on messaging, and thinking about the community for Unity Days and beyond.

Present: Leah Beard, Maegan Bell, Jasmine Crenshaw, Carolyn Dillard, Kate Duvall, Joy Elmore, Tabitha Enoch, Meghan Faulkner, Elyse Girard, Vicki Gist, Cindy Kiefer, Jennie Knight, Susan Kools, Rebecca Leonard, Matthew McBee, Kit Meyer, Jaronda Miller-Bryant, Kristin Morgan, Tobiyah Morris, Marla Muntner, Gary Nimax, Brooke Ray, Rachel Spraker, Nic Thompson, Jennifer Uber, Maurice Walker, Diane Whaley, Brittney Whiteside, and Sheri Winston.

I. **Welcome and Introductions**
   a. Kevin has been sharing the inclusive excellence framework with the community. The county and the city have agreed, and the chief diversity officer for the state has also committed to implementing this framework. There have also been pledges from the community foundation and chamber of commerce.
   b. Kevin will present the framework to the University leadership Wednesday, November 6. Kevin and Jim will then create a letter that will introduce this framework to everyone on Grounds.

II. **Inclusive Excellence Framework**
   Rachel Spraker, Director for Equity and Inclusive Excellence; Division for Diversity, Equity, and Inclusion
   a. UVA mission statement keys:
      i. Develop individuals to "their full potential."
      ii. Be for the "public good."
      iii. Deliver "culturally competent and world class patient care."
      iv. Be "great and good."
      v. Be a "good neighbor."
   b. Overlying theme: What do we want to be known for?
   c. Inclusiveness and excellence are one and the same. Inclusive excellence (IE) is a systemic, institutional, and cultural transformation. It is designed so that it takes everyone participating to make it work.
   d. Key Goals:
      i. Diversity
      ii. Equity
      iii. Inclusion
      iv. Equity-Mindedness – taking notice of inequities, their contexts, and the institution's agency and responsibility in reassessing our practices as an institution.
   e. Created by the Association of American Colleges & Universities (AAC&U)
      i. The IE model has been used in higher education since 2005. It addresses diversity, equity, and inclusion as critical to the well-being of democratic culture.

       ii. Other institutions that have taken this on are Cornell, Harvard, University of Arizona, University of Colorado, Boulder, and more.

f. Guiding principles and foundations/aspirations: trust, humility, truth telling, co-creation, reciprocity, radical candor, transparency, community, partnership, equity.

g. Inquiry. Action. Accountability.
       i. Inquiry – systemic self-study; taking data to inform our future action.
       ii. Accountability – transparency; the public can see this and hold us accountable. We will also measure ourselves to hold us accountable.

h. Five Areas
       i. Access + Success
          1. How do we invite people to join us? Recruitment for students, faculty and staff.
          2. Who gets to be here?
          3. How do we provide support?
          4. Who benefits and how?
          5. Examples: looking at GPA, graduation rates, majors, retention rate, etc. by characteristics such as race, gender, and sexual orientation.
             a. LGBT data wasn't listed as a category. This was because if lack of data; however, this may start to change. SERU has some data, and the graduate application may start collecting this data.
       ii. Climate + Intergroup Relations
          1. What is it like here and how do we know?
          2. Who is thriving here and why?
          3. Examples: Facilities Management diversity survey; FM Feedback Corner; providing diversity resources on website.
       iii. Education + Scholarship
          1. What do we teach and how?
          2. What do we research and how?
          3. How do we disseminate knowledge and where?
          4. How do we develop faculty and staff?
          5. Examples: Diversity strategic plan from McIntire.
       iv. Infrastructure + Investment
          1. How are we organized?
          2. Where do we invest our energies and money?
          3. What governs our work? (policies)
          4. How do we communicate?
          5. How do we build capacity and empower people to do work?
          6. Examples: The President and Provost's fund for institutionally-related research is supporting research projects that relate to diversity (e.g. low-income and first gen; mental health)
       v. Community + Partnership

1. Where are we, and how did we come to be here?
2. What impact do we have in this place?
3. How does the community contribute to our success and knowledge?
4. What does it mean to be a good neighbor?
5. Example: The Democracy Collaborative indicators of institutional effort – creating new policies to invest in local community.

i. Timeline
   i. Preparation: September – October 2019
   ii. Initiation: Late October – November 2019
      1. Everyone will be invited to participate and provide input on the framework.
   iii. Co-Creation: December 2019 – February 2020
      1. Talk about specific ideas and priorities.
      2. How are we going to measure ourselves?
      3. The Division for Diversity, Equity, and Inclusion will push out the emerging themes/results.
   iv. Confirmation: March – April 2020
      1. Verify that themes will be relevant to the priorities at UVA.
      2. Ensure that everyone has access to tools to do the work.
   v. Planning: May – October 2020
      1. Planning in schools and VP areas with plans complete by Oct 2020.
      2. The Division will be available for consultations on plans.
      3. The Diversity Council as a community will review plans and provide recommendations, along with the Associate Deans for Diversity, members of the community, and other groups.
      4. An IE website will be created to publish the plans and promote public accountability.

j. Questions/Feedback
   i. Question about specific tools and if they will be provided to units. There may be different templates that can be sent out.
   ii. How do we assess current strategic plans? Currently, schools haven't been held accountable to create reports from the plans. Schools should assess, then see what worked and what didn't in the plan.
      1. The Division is working on hiring a data analytics person to assist in assessment of data.
      2. The Division will track these plans and ask for reports from each school.
   iii. There should be no opt-out of the plan if the University leadership is involved. There will probably be no mandate, but many will participate due to the transparency of the plans.

iv. Some are interested in what community and state involvement looks like, and that depends on the number of agencies that choose to get involved.
v. The Diversity Council can also be used for working sessions to give feedback on available tools.