Minutes OF THE Committee for Faculty Equity and Diversity OF

THE ACADEMIC SENATE CALIFORNIA STATE UNIVERSITY, FRESNO

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November 9, 2018, 1:00 PM

Members Attending: Dvera Saxton (COSS), Kathryn Biacindo (Kremen), Irán Barrera (HHS), Jenna Tague (CSM), Nagy Bengiamin (Engineering), James Rojas (CAH), Serhat Asci (JCAST)

Members Absent: None.

A meeting of the Committee for Faculty Equity and Diversity Committee was called to order by Chair Barrera at 1:00p.m.

1. Minutes approved
2. Agenda approved
3. Election of chair
   1. Chair Barrera was re-elected.
4. Terming out for members
   1. We might want to make the argument that we are getting started and gaining momentum, so perhaps we should be allowed to continue on for continuity purposes.
5. Prepare for meeting with Dr. Hironaka Juteau (1:15pm-1:45pm)
   1. She is a representative who is looking into the results of the workforce survey.
   2. It seems like it puts the burden on tenure track faculty.
   3. Kathryn was on an ethics committee that decided it would be good if the Cal State system incorporated more ethics into their curriculum. Their suggestions were turned down at every presentation.
   4. Questions to ask:
      1. Where did this begin?
      2. What are their goals?
      3. Is the burden only on tenure track faculty?
   5. Francine Oputo, Chris Hernandez, and Hironaka Juteau – goals
      1. Working from a grant to improve and study wellness and also test out a toolkit on culture and climate
      2. To assess internally how the climate is at Fresno State
      3. They asked 107 questions separated into three categories (self-assessment, institutional structure and policies, human capital)
      4. The output was an overall score of 7/10 for Fresno State.
      5. Their purpose today is to share the highlighted questions to get our input.
      6. James – big picture question – There’s a lot of things going on. Will there be individual solutions? Or is there a bigger picture solution?
         1. The data was for self-assessment and to provide feedback on the tool.
      7. Iran – Are we giving feedback on the tool or on the outcomes?
         1. Both. Because if we use the tool again, we want to make sure it is a good tool.
         2. Then where we marked no, we want to know what we can do to improve in those areas.
      8. Dvera – It might be useful for us to write a formal response. We have a lot of questions, and reactions. Also a lot of the actions are top-down, which is sometimes relevant, but others might not be. Much of the diversity work on this campus feels very PR and surface level. Also, relying on quantitative scores can mask a lot of issues. Qualitative data is necessary to explain and explore climate and culture on campus.
         1. Two years ago, PCHRE did a student climate survey, and are working to conducting focus groups with students.
         2. Iran, Jenna, and Kathryn agree.
      9. James – for awards, if they are tied to RTP, it’s already an overwhelming process.
         1. Dvera – holding competitions for awards can create more animosity among faculty. There was also a recent incident where someone was punished for a focus on diversity. A faculty member was punished for teaching from a Black Lives Matter perspective.
      10. A third aspect is communication of the self-assessment including informational videos.
          1. They would like us to be involved if possible.
          2. They want to communicate that diversity is more than race, ethnicity, but also includes gender identity, sexual identity, SES, veteran status, etc.
6. Debrief
   1. Kathryn – people changed in the old paradigm find a way to discredit new paradigms. Unless we can change the focus, we will continue to get intellectual narcissism.
7. Old business

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