Diversity Task Force
December 7, 2015 1:30-2:30 ET
Call In 215-446-3656 Passcode 1442561

The Diversity Task Force was created by ESCOP (Experiment Station Committee on Organization and Policy) to explore the topic of diversity in research leadership across the Land-grant University System, to provide ideas and actions for consideration, and to supplement institutional, regional and national diversity and inclusion efforts. The focus should be primarily on enhancing diversity among the Experiment Station Directors, Research Directors and Administrators, and their associates and assistants.

Key Questions to consider:
❖ How do we create diversity in ESCOP leadership and its pipeline?
❖ Where are we now? Where do we want to go? What does success look like?
❖ Are there actions and programmatic activities that might contribute to advancing this critical issue?
❖ What best practices could we adopt in our regional and national associations that would complement on-going efforts?
❖ Others????

<u>**Agenda**</u>
1) Roll call and introductions

<u>Present</u> – Karen, Carolyn, Charles, Chris, Rubie, Dan, Cynda, Doze, Jackie, Julie, Soyeon, Tim, Sarah, Jeff; Absent – Shannon, Ali

<u>Why interested in this effort?</u> – Important issue, personal and work experiences, create a better product and outcomes and rewarding with ESS/ARD efforts, expand pipeline from graduate to leadership positions, thinking about the need for sensitivity training, create opportunities reflective of diverse student body, like to bring perspectives from Hispanic serving institution experiences, see and hear from so many students that this is an on-going (and unfortunately long-standing issue), identify unique ways of expanding the pipeline, expand the impact of hiring/retaining/mentoring faculty and staff, interested in influencing a homogeneous leadership into a more heterogeneous group, existing leadership programs (LEAD21, NELD, FSLI) help, yet more emphasis needed, long-standing interest, need to create an inclusive culture, identify best practices, worked at a variety of institutions with differing minority/majority experiences with faculties and students.

2) Review task force charge, approach, timeline and Basecamp

<u>Charge</u> – Understood and collective agreement with the above statement and the initial appointment letter. These are initially framed by the questions on this Agenda.

<u>Approach</u> – We will use phone calls, written narratives and shared ideas as a result of our collective personal and work experiences, training, professional perspectives and so on to develop potential focal areas or themes. Once we are comfortable with these themes, more details will be generated by the group under each theme and, ultimately, we will

break out into multiple smaller working groups to provide more focus on priority elements. For each element, we will establish a set of milestones which may include best practices and milestones.

Timeline – The official charge talks about preliminary information by March 2016 (March 6-9) at the CARET/AHS and ESCOP meeting), discussion report July 2016 (Joint COPS) and a final report by fall 2016 (ESS/ARD meeting) or alternatively by the APLU meeting in November. This might have to be adjusted based upon our evolution and comprehensiveness of our work products.

Basecamp – We have access to the communication and collaboration tool Basecamp. All Task Force resources will be located in this virtual library. In order for this Task Force to successfully function, we must collectively contribute to the conversation in-between calls to advance our efforts.

3) Discuss additional goals, products and outcomes

Individuals on the phone call wanted time to review the literature in Basecamp and also wanted to add additional resources that they were aware of, so that the group could review the materials before assembling workgroups.

See Key Questions to consider.

4) Generate Task Force ideas (all calls)

- Inclusivity in recruitment, hiring, retention, mentoring
- Separate recruitment activities to include recruitment of diverse graduate students
- Develop a Leadership pipeline (LEAD21, FSLI, NELD) with faculty and administration, and capacity building that reflects and values diversity
- Help leaders see their role in building, mentoring and encouraging faculty, heads/chairs; show people the challenges and how they can positively change their views and actions
- Reflect on your own organization and support for units and people; create some empowerment and mentorship activities
- Professional societies have discipline specific groups (e.g. Women in……) and see below in Item #5 for some additional resources in the public and private sectors
- LEAD21, FLSI, NELD, CARET programs of note with a question of Do they conduct any activities directly or indirectly related to diversity?
- Go beyond sensitivity to organizations that value the contributions of all
- Data discussion – data quality, sources and purpose/value (benchmark, demographics), proxy data, need for some/more approaches….deferred to next call as one topic of discussion (see Basecamp resources and homework)
- **POTENTIAL THEMATIC AREAS –** Climate and Sensitivity and Environment (Climate spans all), Recruitment, Inclusion, Retention, Leadership, Undergraduate/Graduate Students, and Staff and Faculty Development

5) Provide additional resources

Conferences/Forums – Women in Agribusiness (http://www.womeninag.com/)
ACE with the Inclusive Excellence Group programs
(http://www.acenet.edu/leadership/Pages/default.aspx)
NSF ADVANCE Portal – Historical links to different categories of ADVANCE project
initiatives with U.S. institutions
http://www.portal.advance.vt.edu/index.php/categories/initiatives

6) Next steps (and schedule)
   a. Call 2 - Review and discuss available data
   b. Call 3 – Review and discuss literature resources (tentative)
   c. Breakout into smaller workgroups

Call Outcomes
- ✓ Consensus reached on overall purpose, approaches and desired outcomes.
- ✓ Commitments made to actively engage in on-line and off-line activities.
- ✓ Progress initiated toward improving the diversity in ESS/ARD research leadership.