

**PIE Council Minutes**  
**January 20, 2012**  
**1:30pm**  
**Welty Board Room**

**Members Present:** Twila Alpe, Dionne Fortenberry, Erin Kempker, Shannon Lindell, Royal Toy, Menuka Ban, Cathy Young, Nora Corrigan, Dave Haffly, Carla Lowery, Mark Bean, Larry Jones, Brandy Larmon, Sirena Parker, Nora Miller, John Davis, Cassie Derden, Martha Jo Mims, Shelly McNees, Kimberly Dorsey, Marty Hatton (Chair)

**Members Absent:** Rusty King, Perry Sansing, Carlos Williams Jr., Ginny Wigginton, Ken Kennedy, Jim Borsig, Cathy Mitchell,

**Guest:** Angelia Paschal, Thomas Richardson

1. Approval of minutes from November 18, 2011. A motion to accept the minutes as read was made by Cathy Young and duly seconded by Dionne Fortenberry. Council carried the motion.
2. Dr. Richardson update on the QEP:
  - The committee met Friday January 13, 2012
  - There are 7 full proposals for the campus to review.
  - 1 proposal will be selected by the end of this semester to implement as MUW's QEP.
  - The QEP will be fully developed next year.
  - An open class has been set up in Blackboard
    1. Provide an opportunity for the authors to do presentations.
    2. Answer questions
    3. Opportunity for comments
    4. We need to encourage the campus to read, comment and make suggestions on how they feel the plans should be implemented.
  - Encourage discussions in meetings of the groups you represent.
  - We hope to have access to the proposals available early next week.
  - The QEP is a critical part of our reaccreditation process.
  - Dr. Hatton will put the proposals on his webpage. People can comment through email or send a hard copy to Dr. Richardson.
3. Diversity Committee updates
  - Cassie Derden  
Group 1: To increase the enrollment and graduation rates of under-represented groups.

Primary Elements:

Cassie Derden: Compiled diverse population enrollment figures (numbers and percentages)

Cassie Derden: Compiled diverse population rates

Nicole Patrick: Compiled numbers and percentages distribution of institutional aid amounts - diverse populations (numbers and percentages)

Kenneth Anthony: survey is complete and approved and should go out within a week. The survey compiles data related to the perceptions of campus constituency groups regarding diversity.

Secondary Elements:

Kim Gathings: Is currently compiling data from the MUW Factbook on MUW's diverse population enrolment by program, degree, and mode of delivery. She is using the Factbook to look at graduation rates by program, degree, and modes of delivery.

We determine a definition of the word "Diversity".

Kenneth Anthony will put all information together in report form once all data is complete.

Once all data is complete and survey results are in a report of our findings will be turned in.

- Shelley McNees  
Group 2 Purpose: To increase the employment of minorities in administrative, faculty and staff positions

Members:

- Shelley McNees (chair)
- Phillip Cockrell
- Melanie Freeman
- Monica Riley
  
- Shelley McNees, with the assistance of Jennifer Moore and Melanie Freeman, has compiled a full-time employee information of MUW's faculty and staff such as race, gender, and ethnicity over the last three years to get an idea of the breakdown for the campus
- The committee brainstormed some questions and Phillip Cockrell took the lead and has created a survey that was approved on 11/17/2011 by the Institutional Review Board to be sent to faculty and staff through the "official employees" listserv to gather information about everyone's perception of the diversity of the MUW employee body and any possible ideas to increase the diversity of the body. This survey will be sent out after the Thanksgiving holidays, allowing everyone a week to complete it. During that time, 94 faculty and staff participated and provided feedback (6 administrators, 62 faculty, and 26 staff) which will be assessed by the committee to make recommendations.

- Monica Riley has met with Marty Hatton to discuss the role that a Chief Diversity Officer could play in the hiring of new employees at MUW.
- Melanie Freeman is looking into options to provide diversity training to MUW employees in an online format, similar to the online sexual harassment training that we have done in the past.

- Dave Haffly

#### Subgroup on Procurement Diversity

Diversity is defined by the U.S. Department of Interior as being used broadly to refer to many demographic variables, including, but not limited to, race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics. America's diversity has given this county its unique strength, resilience and richness. Our sub-group agrees with this definition and further seeks to apply it to the purchasing practices of the University. The University will make a good faith effort to ensure we give full consideration to all vendors regardless of any demographic variable, as well as removing any perceived barriers that may exist that prevent vendors from seeking to do business with the University.

The University currently asks whether a vendor is a small business, minority owned, non-profit, female owned, corporation or other. This is voluntarily submitted by the vendor and the above terms are not defined by MUW. The information the University now receives from vendors is so inconclusive it is of little or no value in determining our current level of Diversity.

The sub-group has also studied what other Institutions are doing to increase diversity among underrepresented vendors.

The sub-committee believes the above terms in paragraph two needs to be defined and the self- reporting needs to have increased participation possibly with some mandates being made of our vendors.

- Angela Paschal

#### **MUW Diversity Subcommittee, Group 3**

**IHL goal:** To enhance the overall curriculum by infusion of content that enhances awareness and understanding of under-represented groups

**Members:** Brian Anderson, Gloria Bunnell, Debbie Miranda, Angelia Paschal, Scott Tollison

#### **DEFINITION OF DIVERSITY**

The subcommittee reviewed racial/ethnic data from MUW and the Census Bureau and University reports to help identify 'under-represented' students at MUW. Findings indicated that

with the exception of male and Hispanic students, the university is very diverse in terms of race/ethnicity, income/SES, non-traditional student analysis.

The Subcommittee discussed and reviewed various definitions of diversity. The subcommittee indicated that the following diversity statement should be presented for consideration and could be adapted for our University's purpose:

"We define a multicultural organization as committed (action as well as words) to diverse representation throughout all levels, sensitive to maintaining an open, supportive, and responsive environment, working toward and purposefully including elements of diverse cultures in its ongoing operations, carefully monitoring organizational policies and practices to the goals of equal access and opportunity, and authentic in responding to changing policies and practices that block cultural diversity (p. 225)."

SOURCE: Sue, D.W. 2010. *Microaggressions in everyday life: Race, gender & sexual orientation*. Wiley & Sons: Hoboken, New Jersey.

The above definition was proposed because:

- The above diversity statement can be operationalized more easily than most others.
- It demonstrates that diversity must be at all levels of the W campus.
- It forces us to ask what prevents certain groups from being recruited, retained, and promoted / graduated.
- We have to ask what is it that we must do as an educational center of excellence to overcome those forces preventing success.
- Authentic long term commitment to diversity is underscored.

## **CURRICULUM REVIEW & PROGRAM SURVEY**

In November 2011, the sub-committee identified courses from the Undergraduate and Graduate Bulletins that were believed to address diversity/cultural awareness in some respect.

During the week of January 9, 2012, the sub-committee submitted to each Chair, and/or a program coordinator a letter and form asking their help in determining whether the identified courses were relevant (e.g., address sex/gender, racial/ethnic, socioeconomic, age, disability, sexual orientation, and/or cultural issues, etc.), how often they were provided, identification of any courses not listed, and their recommendations for curriculum enhancement in terms of diversity and cultural awareness. Feedback was received from each program and/or department.

Findings from the Chairs/Program Coordinators indicated that overall the University provided ample courses that directly or indirectly addressed diversity or cultural awareness. Many were offered on a regular/annual basis, while many were not. In general, feedback indicated that departments should look more at elements diversity/culture in courses and not entire courses.

## **SUB-COMMITTEE PRELIMINARY RECOMMENDATIONS:**

Based on the curriculum review, survey of chair/program coordinators, university reports and other findings, the subcommittee proposes the following tentative recommendations:

- (1) Deans and Chairs should encourage programs to either **develop courses** that directly diversity/culture.
- (2) Deans and Chairs should encourage programs to **integrate elements of diversity/culture into existing courses**.
- (3) Program **internships and research projects** represent opportunities for exposure to diversity/culture. Programs should consider how these courses could be used as tools to reach diverse cultures/groups and or incorporate elements of diversity/culture into the experience.
- (4) Although many programs offer a number of courses related to culture/diversity, there is no guarantee that students will take them. In order to ensure that the vast majority of students are exposed to diversity/culture within the overall University curriculum, the subcommittee recommends that the **UN 101 Course, “Introduction to College Life”** course curriculum be structured to include a significant/substantial diversity/culture component.
  - *Course Description:* Prerequisite: Freshman standing or permission of the Associate Vice President for Academic Affairs. A series of freshman seminars focusing on a variety of topics: Professor-student relationships, the development of critical thinking and study skills, strategies to improve academic survival, time management, stress management, and assertiveness. Note: All entering freshmen with fewer than 12 hours earned (excluding AP and CLEP credit, college credit earned while in high school, and college credit earned during the summer between high school graduation and fall enrollment) are required to successfully complete UN 101.
- (5) Based on the large percentage of African American students (39%) enrolled at the Mississippi University for Women, and based on an existing diversity-related program at the University, Women Studies program, the sub-committee recommends that the University EXPLORES the development of an **African American Studies program**, similarly modeled after the Women’s Studies Program to include:
  - A needs assessment for student interest
  - Assess existing resources – e.g., existing courses that could be cross-listed
  - Define other resources needed
- (6) The Residential Honors Program – **Study Abroad** Component  
Each year 20 freshman are admitted into the Residential Honors Program. The Residence Honors Program includes two years of living in the Honors dorm, taking a series of courses together during their freshmen and sophomore years and then taking an overseas trip. The subcommittee encourages the University and program to enhance this program and/or encourage student applications from diverse groups.

(7) Finally, the subcommittee recommends that the university create **professional development opportunities** and programs to assist faculty and staff in transforming curricula to integrate diversity-related themes.

Dr. Hatton stated that IHL will not come in and tell the university what to do with curriculum.

The university needs a diversity mission statement.

- Action Documents:
  1. Action documents are due today.
  2. PIE representatives will review the action documents.
  3. 6 teams
  4. The teams will give feedback of strengths and weaknesses.
  5. Time line for Action documents
    - a) March 21<sup>st</sup> – documents back to Dr. Hatton
    - b) April 4<sup>th</sup> – documents back to the programs with recommendations of revisions.
    - c) April 18<sup>th</sup> – reports to the Cabinet and President.
    - d) April 20<sup>th</sup> – update given to PIE council.
  
- QEP proposals that are not in current review
  1. We would let the individuals know we would like to adopt their proposal and move forward on implementing it on campus.
  2. Could possibly do a PDF certificate and announce their name on the website.
  3. The council discussed a couple of the proposals and will email comments to Dr. Hatton concerning how they feel the proposals could be implemented quickly on campus.