Committee on Diversity December 3, 2019 Meeting Minutes

Present: Tim Beyer, Julie Christoph (guest), Joel Elliott, Lea Fortmann, Jennifer Utrata (guest), Carrie Woods, and Steven Zopfi (chair).

Chair Zopfi called the meeting to order at 8:30am and distributed the meeting agenda:

   I.   Approval of minutes
   II.   Reports from Committee Liaisons
   III.   Presentation from Jennifer Utrada
   IV.   Other Business

III. Presentation from Jennifer Utrada
Utrada, based on her experience with faculty mentoring, presented on models that she has worked with. Utrada outlined two points to keep in mind:

1) We shouldn't feel guilty talking about the needs of faculty surrounding mentoring, and
2) Faculty are a diverse group with complex, different, and changing needs which requires us to think flexibly and intersectionally so that we don't group all faculty into the same category and therefore assume the same homogeneous needs at the same time.

Utrada described two experiences with mentorship:
1) Pre-tenure: One-month online group which provided support. Highly productive faculty involved in group.
2) Post-tenure: One 12-week program through the National Center for Faculty Development and Diversity (NCFFD). This program was mostly online with weekly calls (75 minutes). This provided much accountability and support, and allowed a rethinking of habits and ways of working. Utrada was also a coach for this program.

Further, Utrada outlined that there are different kinds of mentoring. The "guru model" is where a senior mentor is matched with a junior mentor. This can be successful, but oftentimes, there might be a mismatch between mentor-mentee, or some mentoring might be (unintentionally) left out. The "network model" is where faculty determine what they need and when they need it, and then use various mentors to get the resources to meet those needs. This model is often more successful because (a) it is driven by individual faculty members needs, and (b) is responsive to the changing needs over time, not just at one juncture (e.g., pre-tenure needs).

Following this presentation, CoD members asked various questions about Utrada's experience:
1) *How is one accountable to do the work?*
   Mainly encouragement by other members; for NCFDD, the weekly calls were effective (75 minutes/group call with 4 people)
2) *What is the cost? NCFDD charges the same amount whether it is a small or a large institution; can we do this mentorship work ourselves? How much is uniquely NCFDD and how much can be done here?*

Coaches (who are in charge of the weekly calls/small groups) receive training; it is often good to have diverse faculty from broad range of institutions to interact with. This allows to see breadth of experience and advice as well as what is common (across diverse institutions) and what is not. In addition, some individual faculty may not be as open to sharing their progress with their colleagues who will then be evaluating their file for promotion.

3) *Perhaps there can be a combo of online and on campus mentoring? And perhaps the NW5C could do something that mimics what the NCFDD does?*

4) *How are the different aspects of mentoring addressed during the phone calls?*
There is a focus for each week. Because needs change over time, coaches are trained to ask "powerful questions" to individualize mentoring. Faculty can then be in a better place to identify what they need and get more from their mentorship experience.

5) *Can specific constituency groups be created through NCFDD? For example, could faculty of color who want to talk to other faculty of color create a group?*
Possibly. There are other ways to address needs specific to faculty of color; perhaps identifying where to get needs met as faculty need multiple mentors over time as needs change.

6) *How are needs determined?*
Mainly through coaching. There is an online form with questions and then observing patterns in responses. This allows people to identify their needs. In addition, through others assisting to see patterns of what individual faculty may need and what they are looking for; what they are thriving in and what they are not thriving in.

7) *The "network model" is supported by the literature. What resources were you trained to offer through NCFDD?*
NCFDD itself has lots of resources, such as online webinars and one is trained on how to direct people to these resources.

8) *Where did you get the most insight (e.g,. Coaching, training, conversations, etc.)?*
A combination of weekly phone calls and online interactions. This provides data and patterns to observe. NCFDD is a powerful program because it is faculty driven.

Following, committee members discussed various aspects of mentorship and programs:
● There is tremendous expertise with NCFDD and in some sense we shouldn't reinvent the wheel. However, on this campus, we all need to be mentors and need to think about how to embed mentoring into the culture of our campus.
● We could start small, although NW5C is thinking about this broadly, so perhaps we can harness this energy.
● It is important to start changing the dialogue/thinking around mentorship. Some see mentorship as a "need" thing, rather than skill building across time with support. We should recast the terminology used on campus.
● Discussion ensued about cost and funding. It was suggested that perhaps UEC funding could be used to purchase individual memberships; however, the cost of an individual membership is so high that it would not cover many people.

I.   Approval of minutes
Minutes from 11/5/19 and 11/19/19 were approved

II.   Reports from Committee Liaisons
Woods reported that BHERT is reinventing themselves and the committee will be involved in the Dean of Diversity and Inclusion search, and that the new dean may be a part of this group.

Respectfully submitted,

Tim Beyer