CULTURAL DIVERSITY COMMITTEE MINUTES  
Wednesday Sept. 2, 2015  
11-Noon  
338 Sparks Hall, Anthropology seminar room

In attendance: Diane Belcher, Justin Brightharp, Elisabeth Burgess, Kevin Chappell, Douglass Covey, Daniel Crimmins, Kofi Dadzie, Mourad Dakhli, John Day, Fernando Doria, Paula Gordon, Harley Granville, Oliver Greene, Shif Gurmu, Darryl Holloman, Amira Jarmakani, Kathryn Kozaitis, Sarah Pallas, Rene Schatteman, Jenny Zhan

Absent: Lisa Armistead, Jami Berry, Lynda Brown-Wright, Aleksandra Diaz, Judith Emerson, Valerie Fennell, Patrick Freer, Heather Housley, Chris Oshima, Dashaunda Patterson, Mandy Swygert-Hobaugh, Yuki Takatori, Tanya Washington

The meeting was called to order at 11:05 AM by Sarah Pallas. The minutes from the two April meetings were approved.

New Business
1. Introduction of 2015-16 committee members
2. Equity in salary re the compression issue.
   Discussion concerned the possibility that the GSU administration will have some funds to address salary compression, which is especially severe for senior faculty that have been at GSU for a long time. It was argued that the compression correction, if it occurs, should consider addressing possible gender or racial inequities in salary at the same time. Otherwise, addressing compression could have the unintended effect of maintaining or exacerbating inequities. Equity corrections must be made independently of cost-of-living or merit raises. GSU had hired a consultant and completed some corrective action some years ago, and this would presumably need to happen again. This committee does not have access to salary information other than what is available online, which does not provide information about contracts (9, 10 or 12 months? Summer support for 9 or 10 month appointments? Administrative or other bonuses?). Where would the resources to hire a consultant come from? What entity would decide if corrections are to be made? It was agreed that the CDC Chair would draft a motion for consideration at the next meeting.
3. Developing resources for recruitment and retention of underrepresented faculty and staff.
   With the departure of Lynda Brown-Wright, the status of faculty recruitment and retention efforts is not clear. Lisa Armistead will serve as Interim VP of Faculty Affairs and the CDC committee should consult with her. In the meantime, it would be useful for a subcommittee of CDC committee members to gather successful policies from other institutions in order to avoid reinventing the wheel. For example:
   a. MIT:
      i. **Department heads and faculty search chairs must be held accountable** for minority faculty recruiting and strategic efforts toward a diverse faculty. This is possible through the usual methods of departmental evaluation and oversight (see Structural Recommendations).
      ii. **Faculty search chairs must be trained and informed** on issues that include hidden biases, broad search policies and existing resources for identifying potential candidates. This training process should be executed and maintained by the schools and the provost’s office. Resources needed for the implementation of training programs should be provided by the administration and managed by the associate provost office for faculty equity.
b. Stanford
   i. **Schools should reward faculty members appropriately** for their productivity and contributions regardless of their mobility or their interest in pursuing outside offers. Schools should strive to ensure that professors feel appropriately valued and to dispel perceptions that outside offers are the only way to gain rewards.
   ii. **Schools should conduct periodic salary reviews** so that faculty compensation levels are merit-based and not associated with attributes such as gender or race/ethnicity. If disparities or potential inequities are identified, individual cases should be investigated to ensure that salary levels are based on appropriate factors and legitimate, documented academic considerations. If a problem area is identified, appropriate resolution/action should be taken.
   iii. Similarly, **non-salary forms of compensation and support should be monitored** periodically for appropriateness and equity.

c. University of Nevada-Reno's OIR conducts a statistical analysis of salary equity each year using a multiple regression of 14 variables.  
   [http://www.unr.edu/Documents/administration-finance/ia/research/UNRSalEq.pdf](http://www.unr.edu/Documents/administration-finance/ia/research/UNRSalEq.pdf)

d. University of Texas-Austin
   i. Gender Equity in the College of Liberal Arts
      1. Mission:
         a. To address climate issues in the College of Liberal Arts, on a continuum that begins with full professors and ends with graduate students, both male and female.
         b. To identify systemic/programmatic problems that require attention and to act on those, thus diminishing the need to address issues at the individual level.
         c. To identify what the College does well and do more of it.
   ii. A Gender Equity Report was conducted to look at historical trends in compensation and resources.
   iii. The Report was used to document progress and identify inequities. see:  

e. Univ Minnesota  

f. AAUW  

g. Univ WI-Madison  
   [http://wiseli.engr.wisc.edu/uwp.gms/payequity.php](http://wiseli.engr.wisc.edu/uwp.gms/payequity.php)

h. Colorado State  
   [http://cwge.colostate.edu/salary-equity/](http://cwge.colostate.edu/salary-equity/)

4. Developing resources for faculty/staff/students who wish to take diversity and anti-bias training
      Rudman, Laurie A.; Ashmore, Richard D.; Gary, Melvin L.  
      [http://dx.doi.org/10.1037/0022-3514.81.5.856](http://dx.doi.org/10.1037/0022-3514.81.5.856)
   c. **Scientific Diversity Interventions** Corinne A. Moss-Racusin et al  
      Science 7 February 2014: 615-616.

5. College/dept diversity statements need updating  
   a.  
      [http://psychology.gsu.edu/diversity/](http://psychology.gsu.edu/diversity/)

6. Subcommittee and administrator updates
1. Adding a diversity question to the SEIs (with the FAC and CoAS SEI committees). This item is now in the hands of several other committees.
   a. New examples Classroom Climate questions from DLE
      http://www.heri.ucla.edu/dleoverview.php:
      - I feel comfortable sharing my own perspectives and experiences in class
      - I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)
      - In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)

2. Continue discussion with FAC about composition of P&T and search committees and ways to avoid implicit bias. A simple resource for identifying personal biases is Project Implicit at Harvard http://implicit.harvard.edu/implicit/index.jsp

3. Time in rank issue (Maria Gindhart's FAC committee on Equity will send a survey this year).

Our next meetings are as follows (please add them to your calendar):

- Oct 7 2 PM Langdale 718
- Nov 4 11 AM Location TBA
- Dec 2 2 PM Location TBA