<table>
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<th>Topic and Person of Responsibility (POR)</th>
<th>Discussion</th>
<th>Action(s)</th>
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<td>Welcome - Diane Schwinghammer</td>
<td>Supalla shared a document that summarized outcomes from the Workforce Assessment Forums. The <a href="http://www.mnscu.edu/business">www.mnscu.edu/business</a> website will have the entire forum transcripts posted by the end of June. Also shared a handout on the materials provided to the Board of Trustees during RCTC’s Reaffirmation of Mission/Vision/Values. Graves and Budimlic both shared information on upcoming community events.</td>
<td>More details on the upcoming community events will be shared via e-mail with the members.</td>
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<td>Diversity/Inclusiveness - Diane Schwinghammer</td>
<td>The WSU reaccreditation site team emphasized the need for the university to increase their diversity, especially in their hiring practices. The new WSU President has indicated a desire to address diversity and inclusiveness, but the question is whether WSU Rochester follows the main campus plan because they have the resources, or “strikes out on their own” to address their own issues. RCTC has a formal diversity plan and committee, and it is hoped that WSU Rochester will develop their own plan. The issue of diversity needs to be addressed similar to how technology was approached years ago (<em>although people may drag their feet, it was determined that it had to be done and it is now a given</em>). The 21st Century Organization emphasizes technology, equity (which includes diversity and inclusiveness) and sustainability. Recommended that as the institutions go through the process of developing plans, that they include others for ideas. Also questioned how to engage the UCR Advisory Council in the process to ensure it is in the forefront. It was suggested that the Council review the plans, advocate for the institutions in the community, and hold the UCR Partners accountable; however, MnSCU is already holding RCTC and WSU accountability as evident by the fact that diversity is very prominent in both the System Profiles and Institutional Profiles (i.e. employee and student diversity data is included in the profiles, along with data on the student success and graduation or transfer completion rates for underrepresented students, students of color, and first generation students.) Although the system office and RCTC reduced positions in recent years, the staffing in the areas of diversity and multi-cultural have been retained (including an RCTC multi-cultural academic advisor). The RCTC Diversity Plan needs to work in concert with community organizations, and the Diversity Council is always looked to first in that area. RCTC also conducts diversity inventories and the results state that there is work to be done, but the College is on the right track. The Leadership of any organization drives the culture of an institution; hence Leadership needs to make clear the vision, and ensure the outcomes are reached. A one page document that identifies the strategic direction and desired outcomes is a model that should be followed (a one-page report that shows three to five key measurements, and then trends the data).</td>
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Discussed the need to identify those students from emerging populations who are leaders, and then invest in them (i.e. student senators, club presidents, etc.) The UCR Advisory Council Members are available and have a responsibility, even outside of meetings, to help where there is a need. Provided an example at Mayo Clinic where they allow groups to form only if they can show an alignment and focus on diversity.

Questioned what measures are available on the institutions dashboards. For RCTC, the growth in the number of students of color, first generation, low income enrolled is one measurement, but also share the results of numerous surveys. Suggested instead of measuring through surveys, using focus groups to ask more in-depth questions. Another suggestion was to measure what is being done different from year to year (or how has an individual changed), adding that the key is not to be diverse, but rather to be inclusive. Such a measurement is challenging, but it is also important to show progress. Everyone has data, but the challenge is standardizing the data.

Discussed whether, as an educational institution, inclusiveness/equity is a goal or a means to an end (outcome of the educational system). A key driver is the need to increase enrollment and it can be accomplished through recruiting an untapped market (often underrepresented and first-general students). The result of such recruitment is enrollment growth and graduating more students, but it should also be considered a part of making our society better.

The construction business has a long way to go in the area of inclusiveness, and not just including employees of color, but including any new hire. Often the key question for construction workers is “what is in it for me?” If that can be answered, it may change the construction employee’s minds (i.e. contracts require so many minority vendors, etc.) Suggested looking at models of transforming whole communities, noting when you take an action, it doesn’t guarantee a result because you are dealing with other people, but does result in elevating the knowledge and awareness of the difference between diversity and inclusiveness. Discussed the inclusiveness of students does not always transform into them having inclusiveness in the workforce.

Today’s conversations were “food for thought” for not only the UCR Partners, but also each UCR Advisory Council Member’s own business/organization.

**Closure +/Δ**

- Diane Schwinghammer

A survey will be conducted over the summer to help drive the focus for next year’s meetings. In addition, an analysis of the current meeting structure will be included in the survey as it relates to meeting days and times.

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**Next Meeting:**

September 5, 2012 ~ 7:30 a.m. – 8:30 a.m. ~ Room: CF206