

UTC Chancellor's Multicultural Advisory Council
November 8, 2016

MINUTES

PRESIDING: MR. TRAVIS LYTLE, CHAIR

I. Welcome/Introductions

- Chairman Lytle welcomed all who were present and addressed the interest cards on each table for CMAC members to complete.

II. Remarks & Introductions

- Chancellor Angle introduced Jill Woodruff, Event and Program Specialist, who will be the liaison from the Chancellor's office for CMAC and helping with the four current CMAC initiatives/objectives:
 - Recruitment and Retention
 - Faculty and Staff Diversity
 - Economic Development
 - CMAC Awareness
- The Chancellor also welcomed the other guests attending, which included two Chancellor's Ambassadors and Rachel Smith, UT Board of Trustees' student Trustee.
- Ann Yoachim introduced the students from her Honor and Innovation class.

III. Retention & Recruitment Update

- Assistant Provost for Enrollment Services, Yancy Freeman discussed the profile of UTC students. Statistics on graduation rates by ethnicity for all UTC students can be found [here](#). Questions and answers from this update are on pages 3-4.

IV. Faculty & Staff Diversity Update

- Dr. Jerald Ainsworth, Provost, and Dr. Bryan Samuel, Director of Office of Equity and Diversity, discussed the diversity profile of UTC's faculty and staff. Please see the meeting's Powerpoint [here](#). Questions and answers from this update are on pages 5-7.

V. Economic Development on MLK

- Dr. Richard Brown, Executive Vice Chancellor for Finance, Operations and Information Technology discussed current actions and initiatives to continue UTC's support and efforts to keep the MLK district viable and economically sustainable. Please see the meeting's Powerpoint [here](#). Details from this update are on page 8.

VI. CMAC Community Engagement

- Ann Yoachim, Director of Civic Engagement, provided information on efforts and events focusing on community engagement. Please see the meeting's Powerpoint [here](#). Questions and answers from this update are on page 9.

VII. Other

- Members were asked to complete an interest card to indicate the efforts and opportunities where they would like to be actively involved in connecting the community and UTC.
- If anyone has any other questions or topics for discussion, please send them to Chairman Lytle.
- Next meeting will take place on February 7, 2017 at 12:00PM. Location will be determined at a later date.

VIII. Adjournment

Retention & Recruitment Update

- Questions from the members with answers provided by Yancy Freeman, Assistant Provost for Enrollment Services:

Q: What is UTC doing to increase retention of students of diversity?

A: Below are programs and initiatives aimed at increasing recruitment and retention of students at UTC. This is NOT an all-inclusive list of activities.

Recruitment Strategies

Rep the C - Partner with Hamilton, Marion, and Sequatchie County schools to ask teachers and administrators to represent UTC by wearing a C t-shirt on designated days during the school year.

Early Bird Program - Early entry into the orientation program, scholarship offers and residence halls. Students must apply for admission by Dec. 1 for fall.

Application Fee Waivers - UTC offers application fee waivers to students on free and reduced lunch programs. The applicant must submit a letter from the school counselor with the application materials to qualify.

Partnerships - Collaborated with the Public Education Foundation (PEF) and LaPaz to co-sponsor activities that engage the local students to consider post-secondary educational opportunities.

Retention Strategies

Summer Bridge Program - Pre-college intensive summer workshop for students within the highest risk categories. The program is free of charge to applicants.

First Year Experience Programs - Includes Freshman Seminar Course (USTU 1250), Common Reading Experience, Welcome Week activities. These activities offer intensive opportunities to assist students with acclimating to UTC.

Multicultural Center Programming - A series of programs aimed toward diversity and inclusion activities for all students. The Center serves as an activity space for students of color to plan, program, and engage with the campus.

Student Organizations - Brother to Brother, 100 Black Collegiate Chapter, Greek Letter fraternities and sororities, etc. These groups are intended to offer a seamless transition for students into the collegiate experience.

Q: What are the graduation rates/numbers of multicultural students from Chattanooga?

A: Getting data for students specifically from Chattanooga would be almost impossible because of changes to residency and the inclusion of other student populations (e.g., transfers, adults, etc.).

Faculty & Staff Diversity Update

- Questions from the members with answers provided by Dr. Jerald Ainsworth, Provost, and Dr. Bryan Samuel, Director of Office of Equity and Diversity:

Q: How are we identifying, recruiting and retaining diverse faculty?

A: UTC has been very focused on obtaining a diverse group of candidates and actively recruiting multicultural faculty for vacancies. The faculty diversity should mirror the diversity of UTC's student population. As part of these efforts, we have expanded our use of affinity sources to advertise vacancies to include Blacksinhighered.com, Higheredjobs.com, Insiderhighered.com, Latinosinhighered.com, Asiansinhighered.com, Chronicle.com and the American Association for Hispanics in Higher Education (AAHHE.org). Additionally, Office of Equity Diversity staff as well as college Deans and faculty members routinely attend such meetings like AAHHE and Southern Regional Education Board conferences to engage attendees about their careers and UTC.

From the "retention" lens we have created and sustained partnerships with various affinity organizations such as Sisters of The Academy (SOTA), Brothers of The Academy (BOTA) and the National Center for Faculty Development and Diversity which works with women and minority populations on acquiring tenure and promotion in American higher education. Additionally, we have worked to support professional development opportunities and research including but not limited to hosting several events here on campus.

Q: How do our multicultural faculty fit on this campus?

A: UTC obviously attempts to onboard minority faculty so they understand and are integrated into the campus culture. Departments have mentoring programs for faculty that attempt to ensure new faculty understand the requirements for reappointment, promotion and tenure. We ensure committees have a cross-section of representation to ensure a diversity of representation and thought.

Dr. Samuel's understanding is that minority faculty feel supported and meaningfully engaged in things the campus has to offer. We have worked very diligently on this accord through strategies such as connecting new faculty with the internal and external community, supporting diversity of various committees, supporting research and professional development and connecting faculty with students for experiential learning outside of the classroom. However, there are some concerns.

Like most other institutions across the country there is concern that we need to do more to reward service in the tenure and promotion processes and that we have at times asked minorities to do “too much” service. It may be that our efforts to diversify committees coupled with “good service” on the part of some minority faculty members leads to having those members being repeatedly asked to serve.

Q: Does UTC know how to include/engage minority faculty?

A: We are certainly cognizant of the need to thoughtfully and respectfully include/engage minority in our campus activities and governance. We have done much to ensure minority faculty are introduced to the campus and community in order to meaningfully engage around issues of teaching, research and service as well as their personal lives. Examples include but are not limited to the Minority Health Fair which provides opportunities for UTC students, faculty and staff to engage the broader Chattanooga community and insuring minority faculty have participatory opportunities with organizations and activities in the community.

Q: Could you please provide more data about faculty tenure?

A: Since 2012, 18/18 racial minority faculty participants in OED initiatives have applied for and received tenure or tenure and promotion. This includes 12 Black/African American, 2 Hispanic, 3 Asian and 1 Native American. This is especially noteworthy as 15 of these faculty members were in the tenure track pipeline; 12 of those in the pipeline went from Asst. to Assoc. Professor, while 1 went all the way from Asst. Professor to full Professor. One (1) is tenured and preparing for promotion. Also included in the 18 are 3 tenured and promoted Associate Professors from 2012 who have been promoted to full Professor over the last 2 years. These facts bode quite well for us and are indicative of our attention to meaningfully engage faculty of color. This is especially sensitive because in 2012 there was a minority faculty member who did not receive tenure or promotion and the community was quite upset about the matter.

Q: How are UTC’s faculty diversity numbers compared to other Tennessee schools in our peer group?

A: As a part of the Diversity Plan process we collected data on UTC as well as institutions identified as our peer group by Tennessee Higher Education Commission (THEC) in the Fall of 2007. According to the Integrated Postsecondary Education Data System (IPEDS) data, UTC is 7th in the peer set in faculty diversity at 18%. The average diversity representation across

the peer set is 21% with Arkansas Little Rock leading at 30% and Appalachian State reporting the lowest incumbency at 11%.

There are two caveats that need to be expressed here. First, the THEC Fall 2007 peer group for UTC includes several Higher Black Colleges and Universities (HBCU). For the purpose of these data, the HBCUs have been discounted. Secondly, there are no TN schools in our peer group as identified by the THEC Fall 2007 peer group.

Q: What are our goals to increase diversity in our staff?

A: IPEDS does not report EEO Categories any longer and thus we only have our data. IPEDS does use the DOL Standard Occupational Codes (SOC) however they are primarily aligned with non-higher education jobs and most states and institutions use titles for jobs very differently. Thusly there is little opportunity to make “apples to apples” comparisons in this regard. Currently our staff work force, across all job groups and EEO categories, is 18%. We are able to pull data from IPEDS on “Management” job groups (Executive, Managerial and Administrative) which include titles such as Directors, Deans, Assistant Deans and Assistant Directors, and other executive positions. Here UTC is at about 22% and second in the peer set to Arkansas Little Rock. In the draft Diversity Plan for the campus, the Diversity Advisory Council (DAC) is proposing a goal to improve the recruitment, retention and promotion of a diverse workforce by 10%.

Q: Please provide data on UTC’s pay scale for minority employees as compared to universities in our peer group.

A: Pay scales for the UTC employees are created based on the position held, nature and scope of work and the credential and experience incumbents bring to the position. It is also influenced by things such as discipline, for employees in the faculty ranks, market and time in grade. Thusly there is no way to make a clear comparison strictly on race. Comparisons can only be made between similarly situated employees; those employees having similar jobs, similar duties, similar credentials and experiences, and time in grade. To ensure we are compensating employees equitably, each year a consultant reviews the compensation of employees to determine if we need to make any adjustments or provide further information on how the rate of compensation is appropriate. Over the past five or so years, per the affirmative action plan conducted by consultants, there have been no employees identified as being under compensated.

Economic Development on MLK

- Details of current actions and initiatives to continue our support and efforts to keep the MLK district viable and economically sustainable provided by Dr. Richard Brown, Executive Vice Chancellor for Finance, Operations and Information Technology:
 - UTC-Aramark Mocs-Bucks Spend - We are working with Aramark to develop a process and partnership allowing the M.L. King district and area merchants to have UTC students use the discretionary spending power of their Mocs Cards with the businesses. The business would fly a banner signifying Mocs-Bucks are accepted.
 - 300 Block Development - UTC worked with our UC Foundation to leverage key held parcels of land for strategic development of mixed use projects in the 300 block of M.L. King. The Bentwood Foundation, River City Company and the City of Chattanooga also collaborated with this project. A competitive RFP process was engaged to select a project developer for this initiative.
 - Gateways and Streetscapes - UTC continues to work with the merchants and City of Chattanooga to provide safe and lighted gateways for pedestrian and vehicular traffic on both Douglas and MLK and University Street and MLK. These pathways for students will enhance economic interaction within the district.
 - Collaborative Planning - UTC will continue to plan with the M.L. King Neighborhood Association and the Bessie Smith Cultural Center to strengthen and diversify entertainment, arts, development and activities that make MLK a “community of choice.”
 - Mapp Building Redesign - UTC will redesign the Mapp Building as a Gateway to M.L. King and the Innovation District. This action will spur and support economic development.
 - Future Structured Parking Partnerships - Economic growth and business development within the M.L. King District will require convenient access to additional parking systems. As UTC plans to develop new structured parking facilities for the campus, we will consider partnerships with M.L. King merchants and civic organizations to support economic and business growth.

CMAC Community Engagement

- Questions from the members with answers provided by Ann Yoachim, Director of Civic Engagement.

Q: How UTC and Chattanooga are making students feel more welcome and included?

A: The campus as a whole is working to develop a program of speakers, events, and conversations to support students and promote inclusion. As part of this effort, a cross-campus committee including representatives from student development and academic affairs are working together to explore options and ensure events are leveraged by both student organizations and in course curricula.

UTC is working with local high schools, like The Howard School and Brainerd, to recruit students including highlighting the students who have been accepted to UTC.

The Office of Multicultural Affairs is hosting a series of Diversity Dialogues focused on current issues—encouraging students from across campus to discuss topics of concern including mental health issues and concerns related to the Presidential Election.

UTC is also expanding efforts to reach the Latino population of Chattanooga. As a first step, in partnership with La Paz and the Public Education Foundation, we recently offered a FASA workshop in Spanish.

In attendance:

CMAC Members

- Lisa Brady
- Nicole Gaines
- Joyce Hardaway
- Bassam Issa
- Ken Jordan
- Stacey Lightfoot
- Warren Logan, Jr.
- Travis Lytle
- James McKissic
- Patrick Miles
- Maria Noel
- Gladys Pineda-Loher
- Manny Rico
- Reggie Ruff
- Shalin Tejani

Special Guest

- Vanessa Jackson

Students

- Victoria Baltz
- Jacob Bogard
- Sami Burns
- Jordan Flowers
- Jordan Madrigal
- Tina Nguyen
- Rachel Smith

UTC Staff

- Jerald Ainsworth
- Steve Angle
- Dee Dee Anderson
- Richard Brown
- Laura Cagle
- Terry Denniston
- Jeff Elwell
- Kirk Englehardt
- Yancy Freeman
- Linda Frost
- Daniel Pack
- Joanne Romagni
- Bryan Rowland
- Valerie Rutledge
- Bryan Samuel
- Hannah Turcotte
- Jill Woodruff
- Ann Yoachim