

2019 TA Institute

Thank you for taking notes in this session! At the beginning of the session, the facilitator will ask participants what they hope to take away from the session – this information should be written on the flip chart in the room for all to see; it can then be used to help the group get back on track if needed. The rest of the notes can be taken in any way that works for you (handwritten or typed), following the format below (no need for these notes to be on the flip chart). Your notes will be used to develop technical assistance materials on this topic, and session participants will be involved in reviewing those materials, so detail is appreciated. We hope the session is interesting for you and provides greater insight into the challenges and solutions experienced by UCEDDs.

Discussion Notes

Topic:

Recruiting and Retaining Underrepresented Minorities

Notetaker:

Christine Liao (AUCD)

Facilitator:

Derrick Willis (IA)

Participants:

- Derrick Willis (IA)
- Paula Rabidoux (OH)
- Eric Kurtz (SD)
- Bruce Keisling (TN)
- Michelle Schladant (FL)
- Marc Tasse (OH)
- Angela Martin (MI)
- Chris Murray (OR)
- Suzannah Iadarola (NY)
- Emily Graybill (GA)
- Tony Antosh (RI)
- Celia Feinstein (PA)
- Tawara Goode (Washington DC)
- Rhonda Eppelsheimer (OR)

Background/Intro

The discussion is around how to recruit, retain, and advance underrepresented minorities.

Discussion and examples:

- Diversity Fellowship to sustain the workforce
 - Fellow serve as the community collaborator, even though is not directly on the faculty

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- Send Fellows to the Santa Fe Leadership Institute and/or the AUCD Leadership Academy
- Use the Fellowship as an enrichment
- Had a fellow who was a cultural broker for the Somali community, and did a training on a tool
 - Embedded in the LEND program
 - Facilitate recruitment with graduate students to identify ways that LEND programs may work with graduate students for scholarship to provide more comprehensive financial support
- Universities experiencing struggle with racism and sexism
 - Needing to name the issue and the climate in order to address the “-isms”
 - Faculty and staff need to change the learning environment and check in with their students
 - Example from MO about the football coach and decline of URM students due to the environment
- Embedding cultural and linguistic competence curriculum (Tawara Goode, Georgetown)
- Appointing people in the right position can lead to change
 - Different paths to leadership
- In South Dakota, there are 7 separate nations. They invite them to get together and be cohesive rather than isolated
 - Have them serve on communities
 - Involve faculty
 - Partnering with LEND to work together

Strategies:

- Try to retain and develop trainees
- Partner with HCBU and use other pipelines (internships, high school students, undergrad students, etc) to recruit
 - Start up a pipeline through the health and sciences building
 - Schedule a tour of local colleges and students from underrepresented minorities to go to different colleges, and invite people in the medical field to attend
- Name the issue to know what tools you need to address
- Ambassador programs – include both staff and faculty
 - Pair up people to share experiences
 - Mentors of shared identities (peer mentoring, staff mentoring students)
- Relationships are *still* relationships – beyond the grant/contract period

Questions:

Follow up for TA Team: