

Meeting Minutes  
Senate Anti-Discriminatory Policies Committee

March 21, 2013  
10:00 am  
Room 156 Cathedral of Learning

Present: Ellen Ansell (Chair), Carey Balaban, David Beck, Tricia Daugherty, Marilyn Hravnak (Secretary), Kathy Humphrey, Randy Juhl, Claude Mauk, Thomas Smitherman, Crystal McCormick Ware

I. Acceptance of Minutes from 2/21/13.

II. Discussed the lecture from Kathy Humphrey (<http://www.youtube.com/watch?v=VczUeXFPTBA>) to move forward in educating ourselves and understanding ourselves.

- a. How or does this type of information get out to faculty, staff and student.
- b. Allies Network and Allies Network training for faculty and staff. But how do we develop and implement a system to put people in touch with information/systems such as this? Also, even in a short period of time, issues change. Example 1: African American students more recently are not first generational, so the experiences and background are different than what the current Network training might target. Example 2. If slice down the issues for LGBT students, if started organizing it by gender or race, the experiences are different.

ACTION: Need to decide how can we get this out? Do we make a suggestion that one faculty meeting per year be devoted to this?

ACTION: What are mechanisms to approach what it feels like to be a member of a group or culture that is marginalized, and how do we get that information out?

ACTION: When new faculty come, it is assumed that not only can people teach, but can we assume that that they care or are in touch with issues around marginalized groups? What mechanisms can be put in place to assist The Unexamined Self.

III. How can we approach and set parameters to meet student needs? Example. religious diversity is becoming more of an issue, example of Muslim students needing a place to pray. Now need bigger space. Now space is being requested by students of other religions.

ACTION: What mechanisms can we, as a University, put into place to determine where we start and stop with such requests.

IV. The issue of creating a classroom that is inclusive was discussed. As a University do we commit to something of a civil environment that we at a university articulate and stand behind?

ACTION: Consider development of:

- a) a standardized cover sheet to syllabi which provides a statement of diversity, inclusion and tolerance. Include guidelines for classroom discussion. Develop something that would be a campus wide statement on this issue? links to a toolbox? (see Item V). **Please bring examples of such that are currently in existence to next meeting.**

b) Develop a document to serve as a resolution for Faculty Assembly and Faculty Senate to accept that is a University- wide statement related to diversity, inclusion, and tolerance. E.g., a university-wide “Pitt promise.”

V. We have no central repository or clearing-house for items or initiatives that are available to faculty and students relative to diversity, inclusion and tolerance. Although it is beyond the scope of our committee to be solely responsible for developing the items, we could facilitate the development of such a repository that could be readily accessible electronically within the University (something on the Cloud or server. We have a lot on campus, but it seems to be pocketed.

ACTION: determine a) Resources that are available in the University, and then b) mechanisms for connectivity.

ACTION: Find a word that articulates the main thrust—tolerance? Civility? Inclusion?-- Then a bar code that takes to a resource.

ACTION: If we can develop such a product (Syllabus cover sheet as in Item IV, Could Toolbox as in Item V) then as a Committee we can take to deans and ask to be a topic at total faculty meeting every year or every three years?

VI. Summary of Potential initiatives.

a. Differences are issues becoming more important to address. Since we are a state institution is there a policy that helps to direct how we address differences related to religion

b. Ideas—what goes to Faculty Assembly and Senate, what can be done outside

c. A faculty and staff analogy related to the Pitt Promise (see link below)

<http://www.studentaffairs.pitt.edu/pittpromise>

d. Syllabus statement related to diversity inclusion and tolerance in the classroom. I.e. recommended standard insert into syllabi. Cover page

e. The idea of a toolbox—is it feasible, where, what goes in? And is this something that we as a committee can operationalize

f. Develop a document for senate that has to do with a resolution for tolerance, diversity and inclusion.

g. Marketing—QR code to a landing point

VII. Review of Mission Statement. Due to time constraint, a group review of our Committee's mission statement was precluded. Chair Ansell asked for **all members to access and review our current mission statement prior to next meeting, and come prepared to discuss**

<http://www.pitt.edu/univsenate/committees/antidiscriminatory/mission.html>

VIII. A comment arose regarding the Gender Discrimination Initiatives Subcommittee, and how this subcommittee interfaces with the Anti-Discriminatory Policy Committee. For discussion at the next meeting.

**The next meeting will be help on April 18 ay 10:00am in Room 826 Cathedral of Learning.  
PLEASE NOTE THIS IS A CHANGE FROM OUR USUAL MEETING ROOM**

Respectfully submitted,  
Marilyn Hravnak RN, PhD  
Secretary, Anti-Discriminatory Policy Committee