

Senate Anti-Discriminatory Policies Committee
12/13/12 Minutes

Present:

Ellen Ansell, Carey Balaban, James Becker, Paula Davis, Tricia Dougherty, Jane Feuer (Chair), Marilyn Hravnak, Carol Mohamed, Claude Mauk, Michael Pinsky, Thomas Smitherman, Crystal McCormick Ware, Felix ?(student rep)

1. Announcement: Irene Friez's recommendations were passed by the gender committee of the faculty senate, the full faculty assembly and the senate council.

2. Meeting time selection

Issue A: Scheduling each monthly meeting individually has not worked with getting more voting members to the meetings. How might we schedule meetings to get more members to attend regularly?

Discussion: In order to plan ahead, it would be helpful to select a regular meeting time for the committee (e.g., 10-11, 3rd Tuesday of each month). Marilyn suggested we schedule two alternating times so that those who might not be able to come one month, could come the next. Carey suggested that we try not to conflict with meeting times of other senate committees as some people sit on more than one committee.

Recommendation: "doodle" voting members to establish what times in the week will work best for the most (use yes/no/if necessary categories). Select based on voting member schedules.

Issue B: there are elected members who never attend meetings. What can be done?

Discussion: The senate bylaws has an attendance policy that should be followed. If they miss a certain number of meetings, they can be removed. The person from the unit with the next highest number of votes is then put on the committee. If there is no one, there can be an ad hoc election.

Recommendation: Pinsky suggested contacting the individuals first to let them know of the situation. Prior to the next meeting, send email with agenda and mentioning the need to have a quorum present and to let us know if they are not able to make the meeting.

NOTE: See endnote for information from Senate Bylaws.ⁱ

3. Creating more inclusive classrooms

Issue: creating more inclusive classrooms?

Each person identified 3 issues/questions/ideas for moving forward with the work from last meeting. These were then posted and a group of 4 sorted them into groups. Then another group made any modifications they saw fit.

The groupings were as follows:

Students:

- Committee interviews panel of students in diverse groups
- What are the major fundamental ways to make all in the classroom feel included?
- What things in common do you share with all students?
- Students take an inclusion pledge
- “Invisible minorities” in the classroom

Faculty/classroom

- Have a senate plenary on enhancing inclusion
- Teaching to diverse populations/diversity issues avoiding stereotyping
- Existing faculty diversity workshop: condense to bootcamp
- What does “civility” really mean? How do we express/discuss righteous anger in the classroom?

Diversity & Inclusion

- Does diversity help understanding?
- Getting beyond externals—“object” vs. person.
- Consider emphasis on the individual, not as a person representing a “group”
- What are some common, even if not universally recognized, ways of implying exclusion?
- How do we deal with the self-entitlement of white men in response to diversity topics?
- Focusing on a range of groups
- Religious tolerance/understanding/sensitivity
- Religious inclusion
- Sexual orientation inclusion

Tools

- Power/diversity shuffle (like School of Medicine)
- Add a diversity training/module to new faculty orientation
- Inclusion power-points (like School of Nursing)

Civility

- Civil rhetoric

Gender

- Gender equality in administration
- Is Sexism really different from Racism?

Carey Balaban pointed out the need to establish metrics for assessing the efficacy (with regard to inclusion) of what we decide to do. To begin the process, we identified those items that were languaged as outcomes. In particular, we reorganized the Student/Faculty categories into “participation,” “curriculum” and “managing discussion.”

Outcomes: Student Participation

- Teach faculty about different learning styles
- Making it easier for students to come to the professor with questions or comments outside of class
- Participation by African-American students in largely white classes especially with material involving race
- Make sure that all students feel comfortable participating
- Empowerment
- Having difficult conversations in power differential situations (i.e., my professor just said the “R” word. What do I do?)
- Encouraging participation from all
- Help faculty evaluate their in-class inclusion

Outcomes: curriculum

- Bringing diversity into the class through specific examples

Outcomes: teacher managing discussion

- Creating opportunities for students to engage in discussion at the edge of their comfort zone
- Educating faculty on eliciting and managing conflicting points of view.

Jane mentioned that she had invited Lester Olson from the Faculty Diversity Seminar to join us today, but he was not available. She feels that he would be a valuable resource for the committee’s work. She will invite him to the next meeting.

Jane suggested that prior to looking at outcomes, we need to talk about the idea of Inclusion. She raised the concern that the word inclusion, from the critical and cultural studies perspective, is problematic because, by talking about inclusion, exclusion of another is implied. This is particularly problematic given situations of power differential.

Carey said that true inclusion doesn’t leave anyone out, and suggested looking at an EEOC document (Jane will have this document posted for all to have access). One suggestion was to look for a definition that is broad enough that we could all live with it.

There was also a brief discussion of what we mean by discrimination.

ⁱ Here is the appropriate information from the bylaws:

Section 5. Monitoring of Attendance: When an elected member of a Standing Committee has been absent from three consecutive meetings of that Committee without due notice to the Committee Chair, the Secretary of the Standing Committee

shall report this fact to the voting members of the Committee. The Committee may then declare that person's position on the Committee to be vacant.

Article V. Section 7.(c)

(5) In the event of a vacancy on a committee, the remainder of the term shall be filled by the candidate who had received the next highest number of votes in the most recent election. This is to be determined from the record in the Office of the Senate. This individual shall be notified by the Director, Office of the University Senate. In the event that the candidate with the next highest vote count is unavailable or declines to serve, the other candidates will be notified of their appointment to the committee by the Director, Office of the University Senate, in descending order by number of votes received in the most recent election, until a replacement is found. In the event that the vacancy cannot be filled through this process, the position on the committee will be filled by appointment by the Chair of the committee following guidelines in Article V, Section 6. This appointment will be made official for the remainder of the unexpired term upon ratification by a majority of the voting member of the committee.