

Senate Anti-Discriminatory Policies Committee

January 17, 2013

Present: Vallejo, Balaban, Beck, Pifer, Davis, Mauk, Frank, Juhl, Mohamed, Pinsky, Humphrey, Becker, Ansell

1. Acceptance of Minutes from 12/13/12 with no changes
2. Ansell summarizes inclusion discussion from last meeting, with regard to the categories identified, and in particular the outcomes. Question now is how do we get to the outcomes we've identified.
3. Some further ideas raised around defining the issue:
  - a. There are cultural changes in type of students; given change in student body, need to consider possibility that engaging classrooms may need to be different
    - i. current students are the first generation to be very comfortable with diversity but are not likely to engage in multicultural activity and are no less "ist."
    - ii. Race-based organizations are struggling because these students are comfortable joining other organizations. Need is changing but we still deal with hate-crimes.
    - iii. Students may be more comfortable than faculty; faculty need to challenge students in this area.
  - b. When thinking about classroom environment, one needs to consider what is public and what is private and what is confidential. With cyber-learning, this may be lost as with an online environment, you don't know who is sitting in the other room with the person at the computer.
  - c. Must consider the classroom as a social unit.
4. Suggestions:
  - a. Understand ourselves
    - i. What are our own believes?
  - b. Educate ourselves about the issues and good approaches to address the issues
    - i. Invite students in from various groups to understand their experience
    - ii. Investigate what is said in the literature
      1. Student development
    - iii. Take advantage of our experts here at Pitt
      1. Rich Milner (fall term)
      2. Kathy Humphrey (video)
  - c. Think about how you are going to convince faculty of the importance of this issue and it's affect on the learning process
  - d. Look at university policies to see what recommendation might we make to enhance/modify those policies
  - e. Put more emphasis on teaching
    - i. Bring research money to teaching

- ii. Make sure that teaching is an important part of the Promotion and Tenure process. [this discussion revealed different experiences with regard to how seriously teaching is considered in this process at the departmental, school and provost's level]
- iii. Mentor new faculty with regard to teaching
- iv. Take seriously the peer evaluation of teaching
- v. Create a culture that includes conversations about teaching
- f. Consider the variety of roles that faculty play in the lives of students.
  - i. Mentors who help guide career and navigate the academy; help students understand the role of students/faculty in the classroom.
  - ii. Faculty as learning from students; supporting students
- g. Education students
  - i. About the role of students and faculty in the classroom; power relations
  - ii. How to maneuver in situations when faculty are racist, sexist, etc..

**5. ACTION: Kathy Humphrey will send lecture for us to watch and discuss.**