

# March 11<sup>th</sup> Committee on Diversity and Inclusion Meeting

MINUTES

MARCH 11, 2016

4:00P

AQ 207

MEETING CALLED BY	Janet Steverson (Chair)
TYPE OF MEETING	CDI meeting: Open to the community
FACILITATOR	
NOTE TAKER	Ronna Craig
ATTENDEES	Julio Appling Jane Atkinson, ex-oficio Nathan Baptiste Anthony Blake Mark Duntley Se-ah-dom Edmo Linda Eguiluz-Gonzalez David Ellis, ex-oficio Erik Fast Mark Figueroa JB Kim Stacey Kim Gabriela Rodriguez Laura Shier Liz Stanhope Janet Steverson Bruce Taft Yueping Zhang

Meeting convened at 4:05 pm

## I. Welcome – Report from Chair.

Professor Steverson met with Professor Mary James, Reed College's Dean for Institutional Diversity. Reed College created the Dean position approximately 4 ½ years ago and Prof. James has occupied the position for the past two years. Prof. James provided Prof. Steverson with a wealth of information and the two agreed to continue to share information and resources.

With the Executive Council's creation of L&C's Dean of Diversity and Inclusion position, L&C is now eligible for membership in the consortium of Liberal Arts Diversity Officers ([LADO](#)). The next LADO meeting will take place in Portland, and Professor Steverson will attend.

At the Feb. 2016 Board of Trustees meeting, Ms. Daniela Lopez, President of L&C's ASLC, presented to the Board of Trustees. Her presentation was followed by a presentation by Dean Gonzalez and Prof. Steverson. Ms. Lopez's presentation was well-done, balanced and informative. The Board expressed great appreciation for her willingness to present the students' viewpoints. Dean Gonzalez and Prof. Steverson presented information on and answered questions about the student protests that occurred in the fall semester (nationally and at L&C), diversity and inclusion issues at L&C, the BART, the CDI, and the new Dean of Diversity and Inclusion position. Prof. Steverson agreed to continue to

meet with Board of Trustees members who want to assist with L&C's diversity and inclusion initiatives.

## II. Committee Business

4:15	Rpt. ongoing student engagement	Bruce Taft
<b>DISCUSSION</b>	<p>BSU and other student groups requested and received support from IME and/or the CDI for student initiatives that allow the diverse students to better connect with each other. Some of the initiatives include the following: 1. A study space for BSU members. BSU has set up this space in the library with snacks served on Wednesdays. 2. Monthly Sunday dinners for CAS students of color and friends. The first dinner occurred on Sunday, March 13, and plans are underway for the April dinner. The dinner was well-attended and well-received.</p> <p>3. BLSA and BSU collaborated on a Soul Food night and slideshow for Black History Month. President Glassner and his wife, Betsy Amster, joined the BSU/BLSA students for dinner. They were joined by Anna Gonzalez, Janet Steverson, and Bruce Taft. The two organizations want to make the dinner an annual event. 4. Kevin Wright in Student Activities convened a meeting with the various diverse student unions to provide a venue for sharing information, connecting and collaborating. The CAS student unions expressed an interest in meeting together on a regular basis and Kevin Wright agreed to set up the meetings. 5. BLSA, NLG and ASLC collaborated to conduct workshops on implicit bias and microaggressions. Two workshops occurred on the law campus and one occurred on the CAS campus.</p>	
<b>CONCLUSIONS</b>	<p>The students would like to institutionalize the CAS initiatives to help keep relationships strong. The CDI will continue to support CAS initiatives and will look for opportunities to support GSEC and Law student initiatives.</p>	
<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
Continued planning and communication	Bruce Taft	n/a

## III. Reports from sub-committees for Action Plan

	Rpt. from Hiring Subcommittee (Group 1)	Se-ah-dom Edmo
<b>DISCUSSION</b>	<p>The subcommittee provided a written report for inclusion in the Action Plan. There is confusion over whether to count international hires according to CAS Dean.</p> <p>JWS: It is important to plan for expected retirements by working to have a pool of diverse candidates ready before the search begins.</p> <p>JWS: It is important to remember that the CDI advises, but doesn't dictate or work at cross or overlapping purposes to faculty already doing the work of hiring. Higher level analysis and overview will be committee responsibility, and the DDI will have an active role in advocacy and will share committee work with leadership.</p> <p>MF: The CDI should develop and distribute guidance in anticipation of retirements and early in faculty searches.</p>	
<b>CONCLUSIONS</b>	<p>The information from Group 1 will be incorporated into the Action Plan or the Strategic Plan.</p>	
<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>
Pull data for recruitment	all members	ongoing
Determine whether and how to count faculty toward recruiting goals and how to measure progress	all members	
Investigate Charles Jordan standard as used by city		
Determine whether or not to add consortium membership as step in action plan		
Distribute tables with data breakdown	Mark Figueroa	
Send JWS information on retention specifics		

Rooney rule investigation tabled.		
4:30	Rpt. from Curriculum and Co-curriculum Diversification Subcommittee (Group 2)	
DISCUSSION	JWS: It is clear from the IES workshop that a number of CDI members just attended that it would be useful for L&C to offer courses devoted to cultural competence.	
Framing the Action Plan from an anti-oppressive perspective versus an inclusionary perspective was discussed generally. SE: It is important to recognize the systemic oppressive forces that being on a campus like this creates. The CDI needs to advocate for an anti-oppressive pedagogy. The difference between anti-oppressive and inclusionary is in how faculty point to systemic oppression as forceful in shaping attitudes and impressions and the transitory and temporal aspects of those forces. In inclusionary pedagogy, emphasis can be on allowing disagreement whereas the anti-oppressive tack works toward greater consensus building through sympathetic sharing of ideas about the role of systemic forces in shaping the thought parameters of individuals.		
MF: Anti-oppressive pedagogy is not linear. We have to be transformative and not coopting. We should not hew to normative conceptualizations. Diversity can be problematic because it holds one dominant perspective at the center and another perspective, the diverse perspective, is opposed to it or less than it.		
JWS: It is important to come up with practicalities. If a faculty member consults the committee for specific guidance on essential skills, what would that be?		
NB: The best candidate can build representation and equity. If student needs and expectations are paramount, then we are not just replacing, we are expanding in terms of skill sets.		
JWS: DDI will be on executive council and deans' council, so the CDI, as a policy group, will be represented. Advocacy will continue. Conversations and meetings with leadership will continue.		
"Deep digs" into curriculum planning and change will be part of strategic plan, not action plan.		
CDI must ensure that demands are reasonable and executable, being specific and consensus minded in working toward common goal. Avoid "us vs. them" mentality.		
It is important to know how we teach dominance and difference now and compare it to other schools. Is it better for us to include power discussion as separate classes or as part of each discipline?		
NB: Dean of College would be a good addition to this committee. JA: Working with the Dean and Faculty Council would be a good way forward.		
JWS: The CDI doesn't agree on either inclusion within disciplinary program or separate course offerings, so propounding to departmental level is problematic. Inclusion in program-specific studies is harder task, so the committee needs to consider whether to pursue instead a general competency track in the strategic plan, at least in the short term.		
CONCLUSIONS:		
Given that the meeting overran the ending time by ½ hour, JWS ended discussion and requested that further information be provided via e-mail prior to the Action Plan drafting sessions that will take place over Spring Break. Subcommittee Groups 3 (professional development and cultural competency), 4 (data collection), and 5 (communication) submitted their reports in writing for use by the Action Plan drafting group.		
ACTION ITEMS		PERSON RESPONSIBLE
Share our department-specific current state data regarding inclusion of power dynamic as part of course description on google drive for committee review and comment.		Yueping Zhang
Upload Chimetka and Oregon State plans incorporating the power difference and discrimination requirements to google drive for committee review and comment. (Currently, information is housed in pre-action plan doc according to members.)		Se-ah-dom Edmo
Please continue to think about how to include elements of cultural competency in classes. Specifically, the difference between programmatic inclusion as opposed to companion series or general studies accompaniment.		all members
Determine whether the CAS Dean of Faculty can attend the CDI meetings in an ex officio capacity.		Janet Steverson

5:30 Meeting adjourned.