9-27-2019

2019-09-27 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

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Approved Minutes
Executive Committee of the Academic Senate
September 27, 2019
9:30 am – 11:00 am, SM 113B

Present: Joanna Abdallah, Paul Benson, Anne Crecelius, Sam Dorf, Shannon Driskell, Deo Eustace, Jake Jagels, Leslie Picca, Jason Pierce, Fran Rice, Andrea Seielstad

Excused: Mark Jacobs

Guests:
Janet Bednarek (Faculty Board representative)
Paul Sweeney (Professor & Chairperson, Department of Management & Marketing)
Randy Sparks (Professor & Associate Dean, Undergraduate Programs)
Larry Burnley (V-P for Diversity and Inclusion)
Daria Graham (Associate Dean & Executive Director of Multi-Ethnic Education & Engagement Center)
Mérida Allen (Director of Multicultural and Multi-Ethnic Education and Student Leadership)

Opening:
• Call to order-Leslie Picca (V-P ECAS)
• Opening prayer/meditation- Jason Pierce (meditation)
• Approval of minutes from 9/20/19 ECAS meeting: approved with recommended revisions

Announcements:
• There were no announcements

Business Items:
• Name change for International Business major—Paul Sweeney and Randy Sparks discussed the rationale behind the request for a name change citing confusion from students, employers, and from parents with the IBM major. Designing broad majors, like a management major, allows for greater responsiveness to changing market conditions. Question-was SESH consulted, they have a similar degree? Answer-yes, but no letter of support was requested. Motioned to table this request until next ECAS 10/4 to confirm consultation.
• E&I report –Larry Burnley reported the final taskforce report is scheduled to be released on 9/30. Four Q&A sessions will be held to present the contents of the report. Participants will be encouraged to submit comments. Campus leaders will be encouraged to publicize the sessions. The first session is scheduled for 10/23. The permanent university council for DEI will be operational by January 2020. The forthcoming strategic plan seeks to cast a broad set of strategies, asking units to consider a unit level plan. There are plans for more data analysis which will include new metrics. There will be a UNRC call for faculty representation. Question-How will this work dovetail with current P&T work? Answer-There have already been conversations with PRoPT. Question-Will the new President’s Commission on the Status of Women have a representative on the University Diversity and Inclusion Council? Answer-This is being discussed. Question-Will the council be take action on incidents that happen? Answer-No, this is not a decision making body, but can advance issues. The council is not intended to replace equity compliance, nor HR. There are bias and harassment protocols already in place. The council will look at these protocols. How will this impact students curriculum? Answer--This work will position students to engage in work with the world, embodying the mission of the university. The diversity and social justice component of CAP is being reviewed already, will expand to the rest of the curriculum.
• MEC- Daria Graham, Mérida Allen from the Multi-Ethnic Education and Engagement Center –MEC prepares students for life after graduation. Focus is on supporting the achievement of multi-ethnic students and increasing cultural understanding of all students have of themselves and others. Highlighted activities included the P.E.E.R.S. mentoring program (over 300 students participated), cultural events, intergroup dialogues, and community events. Many more programs and services are offered. MEC launched an on-line diversity module, the UDiversity community education module. The module was developed by three students. Completion of the module is required before 2\textsuperscript{nd} semester registration. Over 3076 students have taken the module. Assessment of the module is scheduled to start in October. There are plans to have a Faculty/Staff module with the objective to have everyone on campus receive the same information. See attached slide deck.

• Gender Identity [Education] Coordinating Team—the team is looking for representation from the academic senate. Given his research in this area, Sam Dorf was nominated. Leslie with check with him to ensure he is willing to serve. If he chooses not to accept, Leslie will serve.

• Charge to APC for 5 yr. review—Brief discussion, Leslie will edit incorporating suggestions made, and present at the October 4\textsuperscript{th} meeting of ECAS.

• If time remains, discuss issues broached at 9/13 senate meeting—No action

Adjourned: 10:59 am

Respectfully submitted, Fran Rice
Multicultural/Multi-Ethnic Education

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Email: meinmec@udayton.edu

#MEinMEC #MECnificent #MECellence
ME in MEC

Mission:
Multi-Ethnic Education in Multi-Ethnic Education and Engagement Center, (ME in MEC) is an engaged partner in the development of all students at UD. ME in MEC seeks to create, introduce, support and advance opportunities for awareness of multicultural/multi-ethnicism through educational engagement, programs that provide critical reflection, and dialogue as an effective form of intergroup communication.

Vision: *Modeling inclusion through education, equity, engagement and communication*

Staff:
- Director for Multicultural/Multi-Ethnic Education and Student Leadership
- Assistant Director for Multicultural/Multi-Ethnic Education
- Graduate Assistant for Creating Inclusive Communities
Signature Initiatives:

- Community Education Module - UDiversity Module in Isidore
- Creating Inclusive Community
- Dialogue Zone (DZ)
- Diversity Peer Educators (DPE)
  - D.E.E.P. (Dialogues, Education and Engagement amongst Peers) - Student led
  - Intergroup/Intragroup Communication - Dialogue
    - Intergroup Awareness with Multi-Ethnic Understanding in Dialogue (I AM UD) - Staff led
    - UPstander Training (Multipartiality)
- MEC Real Topics
- Partners in the Classroom Workshops
UDiversity Community Education Module

PILOT YEAR 1

- To date: **3076 students** have engaged the module
- Required of all incoming students, Division of Student Development Center for Student Involvement and Housing and Residence Life (Student and Graduate Staff)
- Offered through AVIATE as a **PATH Point Eligible Module for all undergraduate students**
- Deadline for incoming students to complete is Weds., Oct. 23.
- It will continue to be available for all students for PATH through February 2020.
- Assessment will begin early October 2019. Rewrites, edits and data reports for year two will begin to be available, November 2019.
- #UDiversity Chats are scheduled to engage students with the content, create dialogue and gather feedback
Valuing diversity is not only a strategic priority but is in the very fabric of who we are as institution of higher learning. This module serves to guide students through an introduction of concepts to consider in their daily connections with others on campus. From a variety of perspectives, the concepts of

- stereotypes,
- unconscious bias, and
- microaggressions

have a direct impact on the student experience and influences a student’s sense of belonging and their ability to consider themselves a member of the UD community.

*A successful completion of the UDiversity Module requires that students both read the content of the sections, watch the videoed skit, and complete and submit answers to the quiz.*
All of the first year students have arrived on campus, moved into residence halls and began New Student Orientation. One group was waiting in a classroom for their Orientation Leader to arrive. Everyone began to introduce themselves. Most of the people in the room identify as being from an upper middle class family in a suburban community that is predominately White.

Samuel is from Chicago. His dad is a doctor for the Chicago Bulls basketball team, lives in a suburb of Chicago that is a predominantly White community and his parents always told him that Black people were good at sports. Unaware of his bias, Adam introduces himself to Brandon, an African-American mechanical engineering major, who attends the University on a full academic scholarship and has never played basketball. In fact, he has severe asthma.

Samuel walks up to John and asks him, “When is your guys first game this year?”

John looks at him confused and asks “What do you mean?”

Samuel responds, “You play for the team here don’t you?”

John laughs and says “No, I am actually here on a full academic scholarship and actually have never made a shot in my life.”

QUIZ:

A stereotype is:

A. A perspective of an individual or group based on that individual or group
B. An harmless assumption that causes no pain or threat
C. *A fixed and overgeneralized image or idea of an individual or group that can negatively impact the one holding the the stereotype and those being stereotyped
D. A view or representation

Which statement is TRUE:

A. Stereotypes cause no damage.
B. *Even “good” stereotypes can have negative impacts.
C. Stereotypes have no immediate or long term impact.
D. Stereotypes are a fact of life, and they make us all better at the same time.

Preview of UDiversity Skit/Quiz
Partners in the Classroom

**MEC Workshops:** provides faculty the opportunity to invite MEC staff and other partners into the classroom to present on a variety of diversity and leadership topics. *The workshops are designed to assist students in increasing their cultural knowledge of themselves and others and/or introduces principles for engaging in critical dialogue.*
Fall 2019:

Partners in the Classroom is scheduled (as of Sept. 26) to engage with 39 classrooms and training sessions

**Primary partners:**

ASI 150/160  
SSC 200  
COMM 100 and 385  
School of Engineering Seminar Courses  
Housing and Residence Life  
Center for Student Involvement  
New Student Orientation Leaders
Descriptions of Offered Programs

Creating an Inclusive Community

1. Define campus climate and its dimensions
2. Describe how campus climate differs for identity groups
3. Identify examples where they have witnessed, experienced and/or contributed to a negative campus climate
4. Identify strategies for interruption of campus climate
5. Practice scenarios of interrupting negative campus climate in order to create positive campus climate

Gaining Power through Cultural Diversity

1. Define bias, stereotypes, and microaggressions
2. Recognize the impact of communication on self and others
3. Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others
4. Identify strategies interruption, questioning, education, and echoing strategies
5. Actively accept and provide feedback as needed on microaggressions
6. Actively address inequities in their daily life as needs arise
Introduction to Intergroup Dialogue

1. Distinguish between the terms debate, discussion, and dialogue
2. Explore similarities and differences in experiences within and across social identity groups
3. Use dialogue skills to work constructively across difference
4. Identify actions which can contribute to more inclusive communities
5. Incorporate dialogue into daily lives

Me, Myself, and Others

1. Define the terms social identity, social group, and privilege
2. Recognize commonalities and differences that exist among social groups
3. Position their own identities within society
4. Identify cultural norms associated with target and agent groups
5. Discuss examples of social identities that are important to their sense of self
Social Identity

This experience for students is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups.

This course will explore a broad range of social identities. In this course, students will understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens/leaders. The course is focused on all aspects of social identity, including but not limited to race/ethnicity, gender, sexual orientation, religion, socioeconomic status, and national origin. We will explore the topics of identity, social justice, and diversity through these various lenses. As we discuss and learn about different aspects of social identity, we will discuss the impact different social identities have on our understanding of the world.

The goals and learning outcomes for this experience are:

1. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

2. Students will be able to describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

3. Students will be able to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

4. Students will begin to develop an understanding of major social justice concepts (e.g., power, privilege, difference, microaggressions)
   a. Students will learn to value their own self-identity and the identities of others different from them.

5. Students will grasp their role within greater society and how they can work to create social justice
   a. Discuss how they will maintain socially just global citizenship / leadership as part of their lifelong learning.
Intergroup Dialogue (IGD)

- Students, Faculty, Staff Engagement
  - Informed by: University of Michigan’s Program for Intergroup Relations

**Learning Goals:**

- Articulate an understanding of basic principles of dialogue and Intergroup dialogue
- Create and demonstrate a shared meaning of dialogue
- Demonstrate an understanding of differences between discussion, debate and dialogue
- Gain an increased understanding of self and other individuals
- Learn tools for engaging in dialogue
- Practice applying dialogue skills
What is Intergroup Dialogue?

› "Intergroup dialogue is a face-to-face facilitated conversation between members of two or more social identity groups that strives to create new levels of understanding, relating, and action."

› "Intergroup dialogues encourage direct encounter and exchange about contentious issues, especially those associated with issues of social identity and social stratification [the hierarchical or vertical division of society according to rank, caste, or class]."

› "... the dialogues build dispositions and skills for developing and maintaining relationships across differences and for taking action for equity and social justice."

The Intergroup Dialogue approach combines experiential learning and dialogic bridge building methods with *critical analysis of socially constructed group differences and the systems of stratification that give rise to intergroup conflicts and social injustice*. It *explores the causes and effects of group differences through a social justice lens* and draws from multidisciplinary perspectives on social identity groups, systems of inequality, and intergroup relations.
Intergroup dialogue: facilitated, interactive conversations that

- promote respectful communication and self-reflection
- promote social justice values
- allow participants to
  - learn from each other about their commonalities and differences
  - deepen their understanding of their roles in systems of privilege and power

Research has shown that participation in intergroup dialogue increases participants’

- awareness of biases
- self-reflective skills
- comfort navigating difficult conversations and conflicts
Goals
Learning & increase understanding of each other
Use understanding to authentically explore differences of privilege in society
Identify own way to promote social justice

Intergroup Dialogue Stages

Stage 1
› Learn dialogue
› Differences between discussion, debate, dialogue
› Group norms developed

Stage 2
• Exploring group identity
• Exploring differences in power and privilege

Stage 3
• Practicing dialogue - explore Hot Topics
• Learning to embrace conflict while staying in dialogue

Stage 4
• Next Steps, Capacity Building, Action Planning, Identify Alliances

Often expressed as “education for social justice.”
(a) intergroup understanding, (b) intergroup relationships, (c) intergroup collaboration and action, and (d) perceived relevance of diversity in higher education.

Diversity Peer Educators (DPE) program brings together students from diverse backgrounds and experiences to promote **social justice education** and **intergroup relations** through peer-to-peer workshops, using activities that explore **identity**, **group dynamics** and **power** and **privilege**.
Pathways

Basic Track

Students engaged in planning programming, basic dialogue facilitation training, group bonding.

Advanced Track

Students dedicated to becoming intergroup dialogue facilitators. Attend mini-course and professional development.
# DPE Engagement

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
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<tbody>
<tr>
<td>August</td>
<td>Up The Orgs. - Aug 23 Recruitment</td>
</tr>
<tr>
<td>September/October</td>
<td>DPE Retreat (Sept-October 2019)</td>
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<tr>
<td>October</td>
<td>DPE Costume Design Workshop (PATH)- Fall Leadership Conference</td>
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<tr>
<td>November</td>
<td>Native Peoples of the Americas Colloquium Roundtables CIC Conference</td>
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<td>International Education Week</td>
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<tr>
<td>January</td>
<td>MLK Week Events Spring Mini-Course (TBD)</td>
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<tr>
<td>February</td>
<td>Colors of Leadership Connections</td>
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<tr>
<td>Ongoing</td>
<td>DPE and UDiversity Chats DEEP Dialogues</td>
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<td></td>
<td>Community Building Meetings (HRL) Dialogue Zone</td>
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Located in **Roesch Library**, the Dialogue Zone is an inter- and trans-disciplinary curricular and co-curricular initiative that brings together faculty, staff, students and community members in a **common space**, to **engage in research, learning, and practice** focused on **facilitated dialogue** as a primary method for **understanding different social and cultural perspectives**.
The Creating Inclusive Community initiative is in its sixth year at UD. It was established to foster productive dialogue around social justice, intersectionality, and privilege in order to model the types of practices that could empower our community members to be agents of change and to help create sustainable change on campus. Over that time, five cohorts (and next semester a sixth) of students, staff, and faculty have taken a 15 week mini-course on privilege, diversity, and inclusion, and then attended a diversity and social justice conference.
Student Leadership
Initiatives

LEAD Team
MEC Retreat
MECPrO
Multicultural Leadership Institute
Student Organization Support