

Notes from Unity Meeting, 11/13/17

“What would you like new faculty to know?” facilitator, VP Vaden-Goad

Vice President for Academic Affairs Linda Vaden-Goad distributed a document with CELTSS plans for spring 2018 and fall 2018. These include the following:

Spring 2018:

- Book and Teaching Circles on pedagogical research related to race, class, and diversity.
- Workshops on the Inclusive Classroom.

Fall 2018:

- Morning session of the New Faculty Welcome Day (in August) featuring an Introduction to Campus Resources for New Faculty (e.g., CDI, CIE, Widening the Circle).
- Afternoon workshop at New Faculty Welcome Day on Race, Class, Diversity and Social Justice as They Relate to Teaching,
- New Addition to Faculty Mentoring Program on Addressing Race, Class, Diversity, Inclusion and Social Justice. Designed for new faculty and pre-tenure faculty.

Students also commented that they wanted faculty to:

- Understand pronoun use better.
- Understand and ask students for their preferred names.
- Students also want to be able to let faculty know something without being singled out.

Comments and suggestions from group members:

Think about how to make the faculty workshops bigger with more attendees. The workshops currently tend to attract the same group of faculty.

- Create incentives for faculty to participate in the workshops. Consider the advising model where the workshop is presented on a Saturday and faculty receive a \$200 stipend from CELTSS.
- Students would like greater understanding from faculty and more flexibility.
- Offer Friday faculty seminar with Ira Silver on how to talk about race in the classroom.
- Expand “Widening the Circle” by broadening the knowledge and utilization of resources.
- One student mentioned that she had heard more racist comments this semester from other students than in the three years she’s been here. This should be addressed immediately with new faculty so they are aware. Suggestion that Chon'tel Washington would be good to lead this discussion.

Intercultural Training Group, facilitator Chon'tel Washington

- More opportunity for fac/staff and students to connect and exchange stories.
- Access starting point for our community to start learning

- FSU population grew from 10% to 37% in a short amount of time which is a big leap many in the community may not know of this change and understand what it means for our community
- Host voluntary workshops 2x a semester in small groups with student involved for fac/staff workshop topic could be cultural fluency; the small groups will leave room for folks to make mistakes and learn from each other
- Participants can walk away with an item sticker/pin indicating they completed the training
- Focus on training specifically for staff members. It was mentioned that some staff members because of a more limited role with students may think that social justice training may not come before them, so it is essential to include staff in these conversations
- How is cultural fluency being carried out at FSU what is the process up front and long-term?
 - How can we take cultural fluency as a framework for more extensive programming?
- Promote the idea that it is ok to attend the same workshop more than once, for example; Brave Space becomes a norm at FSU. Let's build on that and then encourage the community to participate in next level of training as we gain momentum with the first level.
- Build off orientations; we can add a piece about diversity and inclusion at orientations for fac/staff/students
 - We can develop the curriculum based on community needs
 - Give ongoing refresher that will also get individuals who do not make it to orientation
- How do we move past the self-selected groups that always attend such training/discussions without making things mandatory?
- Global Connections a new student club that may want to connect on these topics
- Group Dynamics course will discuss issues on campus; the student will present anything they perceive as problems and together identify solutions. The course professor Dr. Wendy Daly will share recommendations with DICE

Club Unity Project, facilitator Jordan Peterson

General Feedback:

- Make sure students involved in CUP are sharing their work with the Gatepost/other forms of student outreach
- Noting that the administration is helping students to create space to mobilize and work together rather than trying to do it themselves
 - Staff offering support
- CUP's potential new hashtag, #love!Saframilyvalue, promotes positivity and use affirming language which everyone liked
- Staff can continue to help students follow through on their ideas for peer-to-peer involvement without doing things for them

Black and Gold Beginnings, facilitator A.J. Brent

We spoke about how important it is that we introduce some concepts about diversity and inclusion starting at June Orientation and carrying it through Black & Gold Beginnings. Here were some of our ideas:

- Bring in Chon'tel to do trainings for students during Black & Gold Beginnings about how to listen to others and have conversations surrounding diversity
- Make these sessions required/mandatory for students so that they all attend
- Mandatory workshops for resident students during Black & Gold Beginnings to set standards for communication, conversations around diversity, respect and bias incident process
- Introduce concept of ethical citizenship into orientation and Black & Gold Beginnings and tie it into community expectations about diversity and inclusion

Programs to focus on creating a safe and inclusive environment for all of our students

Anti-bias module, facilitator David Baldwin

1. A required diversity class through general education at some point during their attendance at FSU, though it's one class student affairs would enhance and support that class through the years with monthly events around, diversity, integrity, respect, and civility. Perhaps using the college motto as a springboard.

2. Online module for first year students similar to AlcoholEdu and Haven. Not everyone will do it but they will realize that it must be important to the university. It could also be a requirement in the diversity class, to catch the folks that didn't do it.

Diversity minor and other course work, facilitator Millie Gonzalez

A sub-committee within the University Curriculum Committee is evaluating the diversity minor. In 2015, the Council for Diversity and Inclusion (CDI) commissioned a report to evaluate the diversity minor. CDI enlisted faculty members Virginia Rutter, Vandana Singh and Folashade Solomon to research other universities' diversity related coursework and/or minor. They provided a comprehensive report to CDI and Academic Affairs. The 2017 sub-committee of UCC is reviewing the report in their evaluation of the FSU minor.

At the unity meeting, there was great enthusiasm to figure out how to bring back a required diversity related course as part of General Education. That required course could also a required course for the diversity minor.

There was interest in offering a course release for a faculty member to review our courses to determine what courses have inclusion as a core component. In the review, faculty member could list the general education courses that had selected the learning objective: Demonstrate a Critical Understanding of Human Diversity.

Finally, the group recommended that the strategic plan reflect the commitment to diversity and inclusion through training for faculty, through support for course development and through a course release for the review of diversity courses.

Diversity hiring, facilitator Kim Dexter

Discussed was an overview of our efforts already in place around diversity in hiring, including but not limited to:

- Significant diversity recruitment efforts by search committees,
- Training on recognizing and mitigating implicit bias and cognitive error in the hiring process,
- Use of standard job posting language that emphasizes FSU's commitment to Inclusive Excellence,
- Questions on diversity and inclusion in the interview process,
- Review of overall candidate pools and interview shortlists for minority representation by Director of Equal Opportunity prior to the first interview stage.

We further discussed ideas and opportunities around:

- Emphasizing personal outreach and referrals by search committee members in their significant diversity recruitment efforts to encourage applications by candidates in underrepresented groups,
- Thinking critically about what minimum requirements are actually necessary for a particular job and where training is available for promising candidates,
- Reducing or eliminating the use of preferred qualifications in job postings which may be more likely to cause members of marginalized communities to self-select out of the search process,
- Thinking broadly about structural and systemic barriers for applicants including access to job search and interview preparation programs which may create disparities in how candidates represent themselves on paper,
- Continuing review of how we market FSU to job seekers, including the images and language that we use in our job postings.

University Pledge or Credo (an idea or set of beliefs that guides the actions of a person or group), facilitator Dr. Lorretta Holloway

What should be included?

- Core values
- Diversity strategic plan
- Civil discourse and exchange of views
- Self-awareness
- Respect for different view points
- Understanding
- Willingness to grow
- Zero tolerance for intolerance
- Live to the Truth
- Respect for people regardless of ethnicity, gender, sexual orientation, identity
- Promotion of a civil society-discourse
- Free exchange of ideas
- Challenge others and self

- Open mindedness
- Affirming in nature
- Aspirational language process
- Should be concise yet powerful

When should we make it available to students?

- Orientation for new students, faculty and staff
- May faculty retreat
- All university meeting one time a year
- Alumni – not 4 years but a lifetime
- Application process
- Foundations
- Orientation
- Convocation
- Syllabus that includes policies

Neighborhood Watch, facilitator Glenn Cochran

- Discussed community models
- Discussed pledge model
- Would there be community buy in?
- Is there a role for Hall Council?
- Discussed non-confrontational role and types of things which might be reported
- Discussed how much interest and commitment students might have toward such and effort
- Discussed training needs
- Reviewed current apps “see click fix” and “next door”

Cameras in Halls, facilitator Glenn Cochran

- Student input needed. We need to know what our students think, suggested developing a survey to get feelings about having cameras in residence halls.
- Include demographics in survey so we can weigh the feelings of populations that may feel more vulnerable.
- Safety versus privacy
- Tradeoff of freedom for security
- Cost and who pays?
- Survey other schools to see if they have cameras
- Who decided to put in any cameras?
- Education is needed to make a community issue; surveillance doesn’t solve the whole problem
- Police feedback on value of surveillance
- Three students spoke about cameras in neighborhood watch group; those three were comfortable with cameras in residence hallways. Larger understanding needed.