February 26, 2015
In Attendance: Claire Halffield, Cody Watson, Ellen Tinder, Dorian Shager, Lynn Ishikawa, Kathryn Millis, Julianne Miranda, Smita Rahman, Hiroko Chiba, Aliza Frame,
Guests: Carrie Klaus, Renee Madison

Meeting Starts at 4:06
Minutes approved

**#1 Diversity and Faculty Training Update**
Carrie Klaus: Scheduled, will bring a facilitator. Jaime Romo, March 12th and 13th, four 2-hour workshops announced Monday. Conversations with chairs and facilitators about goals of training. Training is a response from DEC for faculty diversity training. What can we do intentionally to make DePauw have a positive campus climate? Plan was to think in a departmentally specific way, now only faculty, come up with big and small pictures within department and programming including welcoming students, updating curriculum, what steps can each department do to make progress, and how can the university support the efforts. Faculty needs some kind of training to help faculty have these discussions. March 12 and 13 are preliminary steps to start facilitating discussions. Will meet with chairs at end of year and start to develop over the summer. What would be useful for faculty? How can this be compelling for a wide variety of folks?
Kathryn Millis: is it Mandatory?
CK: We want everyone to be a part of it but we look not to use the mandatory language.
Lynn Ishiwaka: Have you had any faculty pushback?
CK: We haven't spoken with the whole faculty in a comprehensive way, I haven't received any pushback, but there have been questions. What is the most productive way of getting people to want to invest their time?
Renee: Do you think faculty would respond differently than they in regards to the day of dialogue?
LI: I would expect a similar response.
CK: We don’t have to overestimate the number, we can expect a similar response.
Smita Rhaman: Some of the object was intellectual, some of it was messaging. How do we sell this to the faculty? Is this training for the classroom or as interactions between colleagues?
CK: Its a broad training, preparing us to be aware, listen, hear concerns, be consistent of where we are individually in regards to privilege and diversity, it is about building awareness of larger issues.
Renee Madison: It's about a level of self-awareness, and providing opportunities to talk about it and tools to engage and begin to have conversations with faculty and in the classroom, hopefully lead to a new level of awareness.
CK: The agenda is geared towards building awareness, introductions, faculty self assessment, follow-up discussions
AF: Give more detail to faculty, there are always people who have objections, It would help if it were projected as not busywork, as serious.
RM: Would it be good to also give chairs the agendas so they can discuss with their departments, so there are lots of opportunities for attendance and participation? SR: facilitators could create common set of questions for departments. What happens to untenured faculty when speaking on tenured faculty? How can we empower junior faculty?
CK: We can frame questions for junior faculty so they feel comfortable.
SR: Frame questions for work. Can we think about how we conduct peer review in our class? How do we think about models of class participation? Don’t want to criticize colleague’s methods.
CK: Next question is how do we frame the department’s next steps. Maybe use a group of chairs rather than facilitators?
RM: Surprised it’s taken so long to happen. What motivates faculty in a positive way?
LI: Senior Faculty might have better ideas.
AF: It’s always approachable when it’s about the work. It’s easy to get defensive or some people might feel more advanced. I’m motivated by doing work in ways that are important in students. Faculty at DePauw care about teaching.
Dorian Shager: Don’t make it about the best DePauw, make it about doing the best teaching and helping students learn the best.
Cody Watson: Tie it to standards of others in their field, gives another perspective to look at their work.
LI: We had pretty good luck with the workshop last year, which was student focused, something about working with international students, focused on the classroom and student teacher relationships as well as support,
AF: What can you do vs what can’t you do. We have had experiences that have made a last great training, delivered hard messages in a caring way.
Julianne Miranda: ask facilitators for thoughts, but if using some of the same themes the facilitator can own it with using DPU language.
SR: lots of interest in faculty development discussion, governance structure, Development workshops over the course of the year, renaming FGC as IGC. Faculty development is a priority.
KM: There will always be some people who get upset
AF: Did you hear positive or negative feedback about students and faculty mixing during Day of Dialogue?
CK: Some discussions were awkward because of ratio of faculty to staff.
RM: Some thought it was good to hear faculty perspective, other students and faculty didn’t feel comfortable, some had a good experience some had a full experience
CK: Feedback showed a call for more mixing for faculty staff and students.
RM: Long term it is important to recognize that faculty has its own culture and climate, there will be faculty needs, same for staff and students, important to provide unique group opportunities and community building
CK: Chairs had a positive response from the proposed ideas of faculty training.
There will be an rsvp
LI: How many in a session?
CK: we can't limit sessions, because we don’t want people to not come for that reason.

**#2 Other Business**
SR: Christopher Wells office will give an update on Greek Life at next meeting or meeting in April, Where will SLACC fit into new governance structure?
DS: Alcohol Survey will be sent out next Friday.
SR: Update from Athletic Board will hopefully come at next meeting. When is URC?
JM: New cycle will start in March.

Meeting Adjourns at 4:50PM.