

## MINUTES

### FACULTY DEVELOPMENT COMMITTEE

February 29, 2016

1. Dr. Wilson reviewed Committee Charge
  - The committee's charge is to create a comprehensive faculty development program in diversity and inclusion that meets the specific needs of faculty. A Faculty Development approach is essential to achieve a unified understanding of diversity and why it is critical to our university's success.
  - Review charge, faculty should be developing around needs they see in classroom or other areas (not just DDI telling faculty what they need)
  - We are committed, but how do we capture faculty that is not convinced that this is important work
  - Leadership of committee is crucial
  
2. System Updates
  - Results for MU issue
    - Funding of diversity efforts, dollars may be available coming down the pike to help with diversity initiatives, including this one.
    - More details coming soon
    - Leadership training, faculty development
  - Vendor to do a diversity and inclusion/equity review of UM System
    - Review collective rules, may or may not support other initiatives
    - SYSTEM level, not individual campuses
    - How does the system respond to diversity issues
  - Chief Diversity Officer search-should wrap up today
  - President search on as well
  - System is coming to do "Learning Sessions"—Educational sessions about the value of the system
    - Question, what is the value of the system?
    - Insurance rates higher, retirement plans might be as good
  
3. Accomplishments for today
  - **Mini survey**—identify themes, faculty feel like we should look into specific areas; what is most salient?
    - **Professionalism**
    - **Mediation strategies**
    - **Classroom strategies when working cross culturally**
      - Support faculty needs when it comes to changing student base as our diversity grows
    - **Curriculum infusion**
    - **Other?**
    - Do we need workgroups?
  - Getting work done in smaller groups, then distribute dollars should they become available
  - Gai Bien (Chinese for "change") Committee, work to come up with creative diversity sessions/ topics/ presentations/ speakers/ films
    - Without recreating the wheel
    - Tackle the idea that "we've been to everything already" idea
      - Teaching and learning aspect/interface

### Thoughts brought forward:

- a. **Faculty/Administrators— potential lack of respect for administrators in diversity and inclusion space if not approached as partners**
  - Development : “transformation sessions,” should be developed as **conversational based** rather than changing individuals
  - Interconnected conversations where we all are developing along with each other rather than a hierarchal approach
- b. **Outliers and cannot be reached—not ready to listen**
- c. **Need to know what Resources are available: Finding people who are experts/champions as an ongoing resource**
  - Suggestions: Special page for faculty on DDI Website
  - Faculty listen to other faculty (credibility): Train the trainer to be a go-to person
- d. **Needs to be addressed: Clinical faculty not feeling included or heard**
  - Faculty development survey: faculty development initiative dovetail the Provost’s work progressive management system: outlines core values that can be actualized with a developmental system
    - Good place to start—asking better questions in terms of diversity and inclusion rather than in the perspective on professionalism (broad topic)
    - Reviewed survey results—not skewed in professionalism—what topics or themes do you want to learn about from your themes (example white privilege):
      - Cross cultural skills: not just diversity, in terms of oppression (not just difference, skills) no outlet, and then peers are attacked; sometimes unintentional
      - Oppression starts in grade school/address human dynamic of
      - Professionalism means different things to different people; always subject to negotiation
      - Mediation strategies perhaps woven into ALL categories, recognizing power dynamics

### **Activity: Now, what was NOT asked in the survey?**

#### **Sticky note is a vote for what issues are prevalent**

- **Professionalism (3 votes)**
  - Invite faculty to discuss what is civility, progress, professionalism?
    - Interpreted in different ways, engage as colleagues
  - Finding a contextual benefit
    - “tired” topics—context to make others engaged
- **Mediation Strategies (5 votes)**
  - Communication/Crucial Conversations across power differentials
    - Negotiation of power/conversation listening/agency
      - MU problem-students were given forums to express themselves but nothing would result from the expression
      - For faculty it needs to be clear that they can contribute to and have a conversation about, not being told how to act (make a healthier/more productive group)
      - Faculty to improve skills to have those conversations without feeling as they are being “developed” but invited to contribute to a conversation
      - Difference between tolerance and **recognition** of different attributes people bring to the table

- Win-win, recreate the excitement of when you first started
- Power relationships wear those down/lose willingness to participate
- Oppressions are felt differently by different people
- Shared mission as a part of UMKC
- Try to change history
- Agency: when hired at a university you come in with high hopes, lose joy and lose willingness to participate, and then become unreachable.
  - Communication across difference
  - Listening and keeping an open mind
- Feeling valued/faculty burnout
  - Faculty burnout, subtle oppression leads to burnout, leads to a toxic environment for each other
  - TALK about oppression: safe space without fear of retaliation
    - Ideal working environment: conversations, rather than feeling angry
- Responsibility of mediation? (Chairs, administrators?)
  - Faculty spinning wheels
  - Or if person in power does mediation or if the conflict is with the person is with power, issues with mediation arise
  - Differential treatment based on a hierarchal power structure (example, based on dollars you are bringing in).
- **Classroom strategies (4 votes)**
  - Asked what your preferred name or pronoun is?
    - To create a welcoming environment
    - New faculty who may not have experienced this before
  - Learning about cultural differences and tactics
  - Communication and understanding those different in the class
    - Facilitating civil conversation between students, managing conversations when students say something insensitive etc.
- **In between Curriculum Infusion and classroom strategies (1 vote): “It’s not what you teach, but how you teach”**
  - Learning mediation strategies in approaching how they teach and interaction with the materials
    - Learning about mediation can apply to life beyond the classroom
  - Need to be thinking about how we teach in the relationship to what we teach (varying perspectives)
  - Separating between two modules, we lose the action between the two
- **Curriculum Infusion (3 votes)**
  - How to deal with small numbers than critical mass
  - Not just toward students of color, it’s for all students to be better equipped students for the future with a more well-rounded education
  - Clinical faculty and the importance of dealing with patients
- **Other (9 votes)**
  - Cultural Skills
  - Cultural Competency/Cultural nepotism
    - Schools, an individual is hired as a chair and the focus becomes alienating previous faculty in a particular department and bringing in the own type of faculty (generally)
    - Affinity bias—birds of a feather / more likely to hire someone if they are “like me”—group think
  - Training
    - Giving those who feel powerless a voice and how do you do that, what’s the skill to do that?
    - Allowing someone to speak who has very different views from everyone else, without having them feel attacked
  - Communicating respectfully—how do we adjust current training for faculty

- Increasing diverse faculty
  - May be good news on this front, system may be interested in giving campuses a pool of money to help with diversity hiring
  - Have dollars to be competitive to be competitive regarding minority faculty
    - Process to apply for these dollars
    - Cluster hiring

~~Mediation Strategies~~ (most votes) adjusted to include **Communication skills/Crucial conversations (across power and difference)**:

- Crucial Conversations
  - How to bring out issues in a safe space and worry about retaliation
  - How to keep an open mind
  - Move up when there is a power differential
- Listening and hearing
- Feeling **powerlessness**
  - Moral distress—know the situation but are powerless to get anything done
- Communication across difference
- Idea of oppression
  - Unconsciously or consciously

**Workgroup:** Fariha Shafi, Steve Dilks, Jen Santee, Orisa Igwe, Johanna Nilsson, Jim Benevides, Jennifer Hunter

- Time frame: 7 weeks, April 18<sup>th</sup> 1:30 pm (Administrative Center, Gillham Park Room)
- Co-organizers / Leadership
- Information we collected to day to review
- Send workgroup information we collected today for their review
- Workgroup will present ideas on the selected topic for the whole committee to respond to next meeting