

Diversity Committee Meeting Minutes

Thursday, September 27

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1:04 PM

In Attendance (1:00 - 1:55)

-Latrice Ferguson, Amy Reiman, Ben Webb, Tami Dean, Jim Kurz, Melissa Doellman, Andrea Markert
-Absent members = Kim Rojas, Kirsten Hany, Jordan Fritz

1. U-Belong Campaign (Ben Webb and Melissa Doellman presented)

***See e-mail attachment for the full proposal.**

-Fall Play = Laramie Project

-tie to this part of our diversity definition: "Creating a safe school environment—both inside and outside of the building—for positive, nurturing celebration, discussion, and disagreement."

-**NOH8 campaign** - photo campaign - Melissa said, We'd like to extend this and refine it for a high school audience. Place kids in an environment that defines them (i.e.theater, football field, etc.), making the U symbol with their hands. These pictures of both students and faculty would start to show up all over the building, hopefully before the play begins

-Could this become the umbrella organization/campaign for all student groups?

How do we start the process?

-Clarionette could cover it as a story, Shades, Key Club, Senate, etc. -- send out announcements of what the campaign is, as well as

-(**Tami**) Tami would like to use Peer Connections to begin this

-(**Tami**) Very much like Safe Zone training at ISU, but we do not have any Safe Zone training or spaces here at U-High -- Could this be a start to get this going?

For more details, see attached document created by Doellman and Webb.

-(**Ben**) We'd like to jumpstart GSA, but we need the students to get this section done; Laramie Cast is ready to forego t-shirts and do Matthew Sheperd foundation shirts instead--Could GSA get this going as well? . . .We see segmentations of groups, but we'd like an umbrella group

-(**Latrice**) We'd like to talk to A. Davis about using Diversity Club as this umbrella organization

-(**Amy**) Issue with GSA isn't a sponsor since Amy and Davis were sponsors; Ali Cardinal, Kylie Mauer, and Sabrina Miller have been in discussions with Amy to restart the club; student-run organization, so Ali has said she'll get it moving

-(**Latrice**) We need this place for members of each student group to come together; Latrice is going to talk to Andy about this (and IRB for documentary)

-(**Kate**) Can we have a meeting of student group representatives to plant the idea?

Students to invite to introductory meeting: Kylie Mauer, Sabrina Miller, Ali Cardinal, Veebha Gowda, E.J. (Senate), Ricardo Cortez de la Cruz, Arianna Jahiel, Kayla Palmer, Chris Braun, Becca Goker, Grant Goodman, Sullivan Peterson-Quinn, Tim Zaitzeff

***3:15 - 4:00 (at the latest) Room 306 - Tuesday of next week**

-(**Latrice**) The library has the supplies they need to (i.e. cameras). We can all put it on Tumbler so they can continue to add pics as they take them.

2. Refine/Discuss diversity definition

ORIGINAL DRAFT

Diversity refers to the ways in which people are both similar and unique. “These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.” Furthermore, diversity is more than physical appearance and quantitative data. It is a way of being, acting, understanding, and knowing. It is more than just acknowledging and/or tolerating difference. It is a “set of conscious” practices that include/s the following:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.
- Creating a safe school environment—both inside and outside of the building—for positive, nurturing celebration, discussion, and disagreement.

Discussion

-(Jim) Who's your audience? These words are too big for students. For example, quantitative?

-(Amy) If we want to see a true cultural change, these words need to become a part of their vocabulary

-(Latrice) These words should also open up discussions to what they mean.

-(Tami) Let's change the word quantitative to numerical

-(Tami) This is about social justice, so should we include language around that philosophy in the text itself. It has to do with the problematic concept of color-blindness; to be color-blind is to turn a blind eye to the issue of race. Assuming everyone is the same does not recognize their uniqueness. (Tami and Latrice) Acknowledging diversity is an act of social justice in and of itself.

-(Amy) The third bullet point (about recognizing the institutionalization of privilege) is where we're going to run into conflict; those faculty who are in positions of power may be threatened by this idea of privilege, so we need to present this in a way that faculty can comfortably talk about it.

-(Latrice) There are people that don't recognize privilege, but there are also those who intellectually recognize privilege, but may not see how they themselves have it.

-(Andrea) Has some ice-breaker ideas on how to introduce this discussion to faculty

-(Latrice) Is doing a session on micro-aggressions, but could this become an all-faculty training?

-(Jim) Can we start with a discussion about where we see this?

FINAL DEFINITION

Diversity refers to the ways in which people are both similar and unique. Diversity can be along the dimensions of race, ethnicity (language and culture), gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.” Furthermore, diversity is more than physical appearance and numerical data. Acknowledging diversity is a way of being, acting, understanding, knowing, and valuing peoples who are within our school community. By acknowledging diversity, we are promoting a socially just environment. This means:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.

Comment [u1]: We chose the word 'unique' instead of different, and we also thought it was important to highlight similarities so that we weren't 'othering' people.

Comment [u2]: Do we need to spell out the words 'language' and 'culture,' or are they implicit in the word 'ethnicity'?

Comment [u3]: Should this be included as something that creates privilege/disadvantage (see bullet list below), or should we delete it?

Comment [u4]: Source?

- Practicing mutual respect for qualities and experiences that are different from our own.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.
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Comment [u5]: Change to your? Shouldn't this refer to individuals?

Comment [u6]: Source?

Comment [u7]: Is this too lofty? Are we asking too much of people? (even though we TOTALLY believe in this 😊)

Carter, Jeannine, ed. "Definitions Helpful to Understand Diversity in Education." *Denver Public Schools*. Ed. Denver Public Schools. DPS, 1 Feb. 2003. Web. 28 Sept. 2012. <<http://diversity.dpsk12.org/definitions>>.

QCC Diversity Committee, ed. "Definition of Diversity." *Queensborough Community College*. Ed. Brian Kerr. CUNY, n.d. Web. 28 Sept. 2012. <<http://www.qcc.cuny.edu/diversity/definition.html>>.

3. Next meeting?