

College Diversity Roundtable Meeting Minutes
December 8, 2008

Attendees: A. Anderson, N. Burnett, B. Carter, L. Crews, L. Davidson, R. Feldman, J. Guzman, K. Laureano, A. Lerner, M. Miranda-Small, I. Moore, E. Newport, B. Olivares, D. Pole, R. Richardson, R. Tapp, A Waddill, D. Watts, M. Mull, A. Plonczynski

Scribe: J. Guzman

- I. Introductions
- II. Update on Faculty Diversity Initiatives (Dr. Lynne Davidson, Vice Provost for Faculty Development and Diversity)

Quick Snapshot of Faculty Diversity

- Last year there were 41 underrepresented minority (URM) faculty members. This year there are 52 URM Faculty members across the university, which constitutes roughly 3% of the overall faculty population.
- Last year there were 439 female faculty members (29.5 %); this year there are 496 female faculty members.
- The Vice provost's office, in collecting data, uses the faculty senate definition of "faculty."
- There is new data that shows how we compare to the Consortium on Financing Higher Education (COFHE) schools.
- Fall 2008 data has not yet been posted, but for more information, please check out the website:
<http://www.rochester.edu/diversity/statistics/index.html>

What's new?

- Data collection: Starting in Fall 2007 – Deans across the university were asked to prepare themselves for a university wide data collection project due at the end of each academic year. Several of the questions pertain to the recruitment process, applicant pool by department as compared to the national average. Some results of the first year of data collection were presented to the Board of Trustees in October, as well as the Faculty Senate. Additional results will be posted on the above-mentioned website in the near future.
- Listening Tour: Lynne has been meeting with faculty of color, and other underrepresented faculty members across the university to see what their issues and concerns are.
- Faculty search committee member training: In October, Lynne's office sponsored a workshop on Gender Bias that brought together faculty members across the university to talk about biases within the search process when evaluating applicant pools. Over 75 faculty members from across the institution attended the sessions, and Lynne's office is working on additional training that will address racial or other biases in the process.
- Recruitment: Late in October, Lynne and a group of faculty and deans from across the university attended the annual Institute on Teaching and Mentoring, held in Tampa, Florida. This conference is aimed at supporting PhDs of color from the southern parts of the U.S., of whom over 1000 attended.

Communications:

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- The diversity blog is up and running! It should be used for constructive criticism or suggestions. Check it out:
<http://www.rochester.edu/diversity/blogs/index.html>
- Currently there are packets of information: About UR, City of Rochester, etc. to help recruit faculty members. Lynne asked what else is needed for these packets to help make UR stand out and appeal to potential faculty members of diverse backgrounds? Various suggestions were offered
 - New CDR Brochure
 - Include Student Perspectives (e.g. student profiles)
 - Additional copies of publications (e.g. Messenger, OMSA Chronicle, Rochester Review)
 - Information about alumni and parents
 - Faculty spotlight
 - Information about accolades (e.g. international and national award recipients)
 - DVD (There is a College Admissions video which can be included)
 - Information about FDI and SBAI (already included)
 - If there are more ideas, please contact Lynne Davidson

III. Student Led Discussion: Privilege in a Multicultural Society (Rashiida Richardson)

- Please see below for a copy of her Power Point presentation slides
- Questions:
 - What are the implications on the cultural groups? Especially when the Campus Climate Survey suggested that for several people “diversity doesn’t matter to me”?
 - Students need to step outside their comfort areas
 - It was suggested that people read: Gladwell, M. (2008) *Outliers: The Story of Success*.

IV. Announcements

- Lydia Crews: **TODAY, Monday Dec 8th from 7-8PM in Gowen, CAB** and Concerts are coming together to meet with student leaders to discuss what each organization does and the decisions that lead to the programs they sponsor. They will also welcome programming ideas from students. This is the perfect place to bring up the concerns regarding diversifying student programs.
- Sign up for the CAS 358: Leader-to-Leader Course: Meets every Friday from 2:30 – 5 PM from January 30 – April 3, 2009 (2 credits).
- Campus Climate Conversation
 - Monday, January 19
 - Online registration coming soon
 - Check out attached flyer for more information

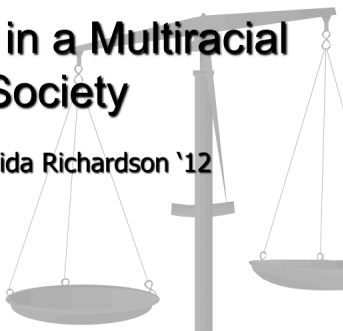
V. Student Led Discussion: How can the Pride Network proactively involve students in CDR to serve as a voice for students on campus? (Alyssa Waddill)

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- What's needed on campus?
- Where are there gaps?
 - Students are voicing what is actually going on, but the questions aren't being asked.
- What can we proactively do?
 - There is not that much "diversity" represented on the CDR
 - Alyssa checked CCC for a running list of cultural groups to send invitations to send representatives to the CDR meetings (e.g. ADITI, CASA, ILC, SADACA, Women's Caucus, etc.)
 - There exists self-segregation – ask for people to come together.
- To what extent has the CDR information gone back to the students' cultural awareness respective groups?
- What can we do?
 - Suggestion of a 2- credit Diversity Course, similar to the Leader-to-Leader Course:
 - Could take accountability away from other courses
 - Could be a step in the right direction
 - Spotlight the diversity selected courses highlighted in blue in the paper copy version of the course selection books and take another look at the syllabuses, etc. Offer a selection code to create a list of all the diversity courses online.

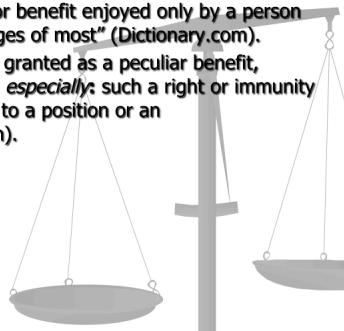
Privilege in a Multiracial Society

By Rashiida Richardson '12

A graphic of a pair of scales of justice, with the left pan being lower than the right pan, suggesting imbalance or unfairness.

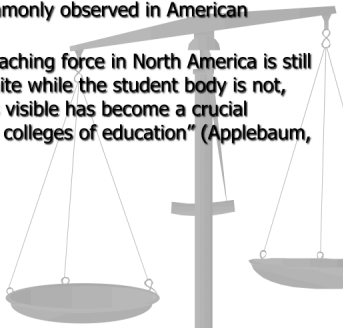
What is Privilege?

- "A right, immunity, or benefit enjoyed only by a person beyond the advantages of most" (Dictionary.com).
- "A right or immunity granted as a peculiar benefit, advantage, or favor; *especially*: such a right or immunity attached specifically to a position or an office" (Webster.com).

A graphic of a pair of scales of justice, with the left pan being lower than the right pan, suggesting imbalance or unfairness.

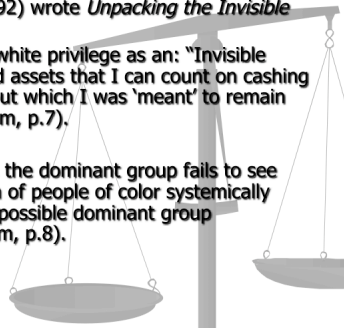
Privilege in American Education

- Privilege is most commonly observed in American education systems
 - "Given that the teaching force in North America is still predominantly white while the student body is not, making whiteness visible has become a crucial objective in many colleges of education" (Applebaum, p.6).

A graphic of a pair of scales of justice, with the left pan being lower than the right pan, suggesting imbalance or unfairness.

Peggy McIntosh Introduces White Privilege in Education

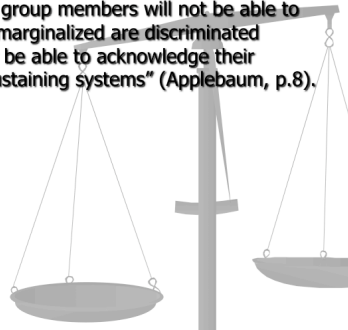
- Peggy McIntosh (1992) wrote *Unpacking the Invisible Knapsack*.
- McIntosh describes white privilege as an: "Invisible package of unearned assets that I can count on cashing in each day, but about which I was 'meant' to remain oblivious" (Applebaum, p.7).
- Confers dominance
- Within this privilege, the dominant group fails to see "How the oppression of people of color systemically sustains and makes possible dominant group privilege" (Applebaum, p.8).

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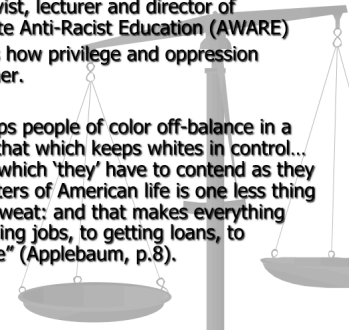
How is Privilege Sustained?

- "Dominant affiliated group members will not be able to appreciate how the marginalized are discriminated against nor will they be able to acknowledge their complicity in such sustaining systems" (Applebaum, p.8).



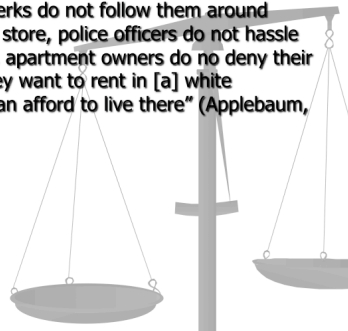
White Like Me: Reflections on Race from a Privileged Son

- Tim Wise is an activist, lecturer and director of Association for White Anti-Racist Education (AWARE)
- Tim Wise illustrates how privilege and oppression reinforce one another.
- Wise states:
 - "That which keeps people of color off-balance in a racist society is that which keeps whites in control... Each thing with which 'they' have to contend as they navigate the waters of American life is one less thing whites have to sweat: and that makes everything easier, from finding jobs, to getting loans, to attending college" (Applebaum, p.8).



Rendering White Privilege

- "They realize that clerks do not follow them around when they go into a store, police officers do not hassle them without cause, apartment owners do not deny their application when they want to rent in [a] white neighborhood and can afford to live there" (Applebaum, p.9).



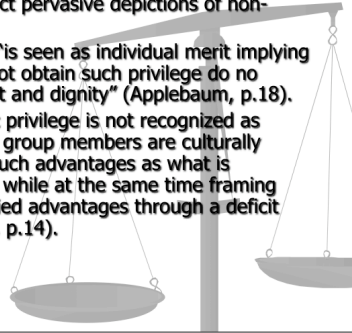
Is Privilege Culturally Accepted Within Society?

- Culturally encouraged
- Systematically sanctioned in institutional policy and legislation
- Systematically taught to see themselves as individuals, not as members of a group
 - In America, we see this with rugged individualism.



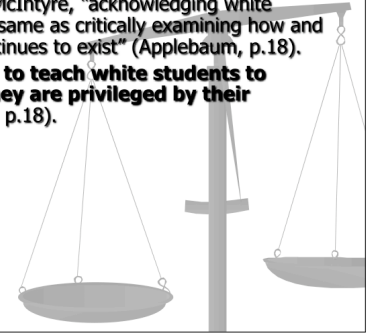
How Privilege is Sustained?

- Superiority - construct pervasive depictions of non-whites as "inferior."
- Invisible privilege - "is seen as individual merit implying that those who do not obtain such privilege do not deserve such respect and dignity" (Applebaum, p.18).
- "As long as systemic privilege is not recognized as 'privilege,' dominant group members are culturally encouraged to see such advantages as what is individually merited, while at the same time framing groups who are denied advantages through a deficit model" (Applebaum, p.14).
 - Public vs. Private



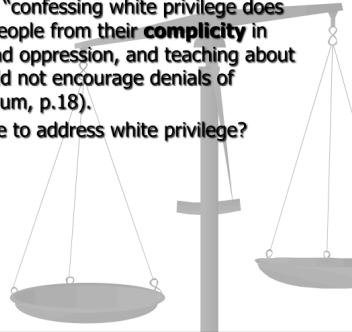
Examining White Privilege

- According to Alice McIntyre, "acknowledging white privilege is not the same as critically examining how and why whiteness continues to exist" (Applebaum, p.18).
- **"It is not enough to teach white students to recognize how they are privileged by their race"** (Applebaum, p.18).



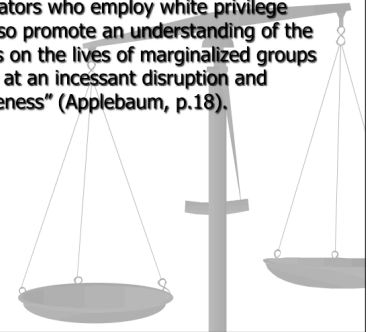
Examining White Privilege

- McIntyre reinforces: "confessing white privilege does **not** redeem white people from their **complicity** in systems of power and oppression, and teaching about white privilege should not encourage denials of complicity" (Applebaum, p.18).
 - What can be done to address white privilege?



Take a Stand

- "Social justice educators who employ white privilege **pedagogy** must also promote an understanding of the impact privilege has on the lives of marginalized groups and must be aimed at an incessant disruption and challenging of whiteness" (Applebaum, p.18).



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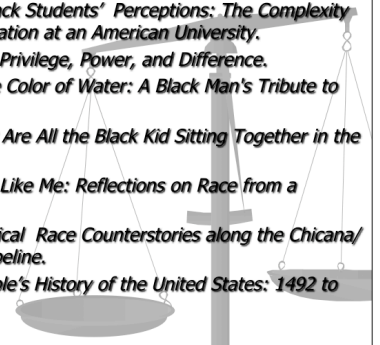
References

- Applebaum, B. (2003). White Privilege, Complicity, and the Social Construction of Race. *Educational Foundations*. 17(4), p. 5-20.
- Dictionary.com
- Webster.com



Additional Reading

- Davis, R. D. (2004). *Black Students' Perceptions: The Complexity of Persistence to graduation at an American University*.
- Johnson, A. G. (2006). *Privilege, Power, and Difference*.
- McBride, J. (1996). *The Color of Water: A Black Man's Tribute to His White Mother*.
- Tatum, B. (2003). *Why Are All the Black Kid Sitting Together in the Same Cafeteria?*
- Wise, T. (2005). *White Like Me: Reflections on Race from a Privileged Son*.
- Yosso, T.J. (2006). *Critical Race Counterstories along the Chicana/ Chicano educational pipeline*.
- Zinn, H. (2003). *A People's History of the United States: 1492 to Present*.



Questions?



University of Rochester Campus Climate Conversations

SAVE THE DATE:
Monday, January 19, 2009
1:00 – 5:30 p.m.

**Celebrate and honor the legacy of
Dr. Martin Luther King, Jr.**

*Power at its best is love implementing the
demands of justice. Justice at its best is love
correcting everything that stands against love.*

Dr. Martin Luther King, Jr.
Where Do We Go from Here: Chaos or Community? 1967

Registration information coming soon.

Sponsored by the College Diversity Roundtable

