**Equity Community of Practice Meeting Minutes – February 1, 2017**

Happy New Year and great to see all of those who were able to come (or almost ☺): Tasha, Annagul, Preeti (welcome Preeti), Di, Jeane, Karen, Luana, Elena, Ron, Maria, Morry, Helen and Willie (who came but thought place was closed), Guity and Bob (who were in everyone’s thoughts). We also missed everyone else. Hope to see you soon.

We discussed two items today:

1. Plans for the semester.
   1. We will continue to meet every other week.
   2. Wednesday 11:00-12:30 seems to work for most. Karen will be sending calendar invites shortly.
   3. We will interleave meetings with invited speakers with reflection/discussion meetings. If there is someone we should invite (internal or external) please let us know. A few names were suggested today. They will be contacted.
   4. We also want to maximize benefit and exposure by collaborating with other units on campus, e.g. co-sponsoring and co-organizing events.
   5. Funding and publications. I will be sharing opportunities and resources with others as they emerge. Everyone is invited to do the same. Here is a start:
      1. 2017: Call for Proposals - Global Engagement and Social Responsibility: Higher Education’s Role in Addressing Global Crises. Call for Proposals. Deadline: Monday, March 6, 2017 http://www.aacu.org/meetings/global/17/cfp
      2. https://ies.ed.gov/funding/unsolicited.asp
      3. https://www.neh.gov/grants/education/summer-seminars-and-institutes
      4. http://c21u.gatech.edu/
      5. <http://aect.site-ym.com/>
   6. Elena just shared the following:

The Center for Research on Diversity and Inclusion (CRDI) is currently accepting submissions for the following:

* + Faculty Research Award
  + Graduate Research Award
  + Faculty Incentive Grant (for new and upcoming research)

For interested parties (and feel free to forward on to anyone), CRDI is currently accepting applications.  More information about the award and grant guidelines are found on the attached forms.  Self-nominations are also encouraged! Submissions must be emailed to [crdi@purdue.e​du](mailto:crdi@purdue.e%E2%80%8Bdu" \t "_blank).

**Applications taken through midnight of Sunday, February 19, 2017.**

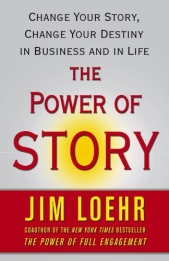
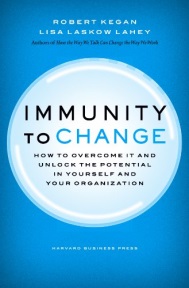
1. The theme of the day: what do we do in the face of the current climate, policies, and politics.
   1. Roles and responsibilities:
      1. More than ever it is critical to be fully aware of our role in the system. We play a role actively or passively.
      2. This is harder to do for STEM faculty who cannot weave this naturally into their curriculum. We have to be creative and open.
      3. I like very much the following excerpt from Shaun Harper’s recent interview in the Chronicle of Higher Education. Jean, Nadia, and I are looking at ways to bring him to Purdue for a talk.

*“The role for higher education here is to ensure that students are leaving not just with consciousness but also that they’re leaving with high levels of skill in promoting racial equity. Because otherwise, they will go off into the work force and just reproduce the same racial inequities that have long plagued our nation. It’s our fault, until it isn’t anymore.”*

***A lot of students, professors, and administrators didn’t support Mr. Trump, but a lot of them did. How might college leaders balance ensuring that they are supporting minority groups who feel like the nation’s vote for Mr. Trump was a vote against diversity and inclusion, while not alienating Trump supporters?***

*Colleges and universities should be the marketplace for idea contestation and for debate and disagreement. What we’ve done for decades is created these spaces where people only talk to themselves — where they only talk to people who are like them. That is not where learning occurs. I would love to see College Democrats and College Republicans and independents come together more often to fiercely debate their ideas — and for it to not just be student-led, but for faculty members and administrators to be right there.*

*We as professors cannot be closeted about our political points of view. If you don’t deal with it out loud, it festers underground, and eventually there’s going to be an eruption. So let’s not wait until there’s an eruption. Let’s debate our ideas. There are too few colleges and universities across the country where that happens.”*

1. There are resources and initiatives on campus that we can learn from, collaborate with, build on.
   * 1. Efforts on campus – example - faculty senate to institutionalize a requirement for “diversity education.” --- Good but limited to one class; does not change the culture; focuses on knowledge not necessarily mindset and attitude.
     2. International Programs has a training offered to faculty who lead study abroad programs. This was spoken of positively by several members. We will contact them and maybe get a speaker.
     3. Luana talked about a professional development program she created and delivers to students in her college. She creates an opportunity for students to discuss uncomfortable topics in a productive fashion. Maybe Luana can give a formal presentation about it.
2. How to hold these conversations.
   * 1. How to do good and help the students broaden their views and be empathetic without being/sounding condescending towards those who disagree with us.
     2. Several themes were discussed:
        1. Storytelling as a means to humanize and create an emotional understanding. Preethi mentioned a recent *This American Life* podcast where they measure the impact of telling a story to survey takers on their responses. The impact persisted when they interrogated them again two months later. Preethi: please share a link to the podcast. I am a strong believer in the power of storytelling. I read this book and liked it very much. Email Karen if you would like a copy.
        2. Levels of conflicts. What happens when the disagreement is not about facts but about values? Can such a difference be bridged?
        3. It was suggested to shift the conversation: Often the conflict is deeper. “I value X because I am afraid that without it I lose Y”. Shifting the conversation may help re-examine the relationship between what is valued and why and lead to convergence. This has some similarity with the book *Immunity to Change* that we read last year. If anyone wants a copy of that book, email Karen.
        4. Sharing our own vulnerabilities and struggles with these issues with our students may be an effective way to model openness and humility in discussing this. It is a journey that we are all on.
        5. Alford A. Young, Jr., who gave a talk on campus one year ago, has done work on helping students hold “difficult conversations.” His presentation from last year is here: <https://stemedhub.org/groups/transformstem/videos>. Maybe we could invite him again to focus on this specific item.
3. Lunch and dessert were great. Thank you Karen and thank you everyone for your time, commitment, and great conversation. See you all in 2 weeks.