**Minutes Equity Meeting 6-23-16**

We discussed three things at this meeting:

1. WEPAN Presentation.
2. Faculty collaboration in the classroom
3. INCLUDES proposal with WEPAN
4. ENG 328
5. Loops

**1.** We shared that Guity, Willie and I presented this group’s work at the WEPAN summit. We spent 20mn giving an overview of the work then the rest of the hour having every table do the X-ray exercise with the stated commitment of promoting diversity and equity in the classroom.

Attendees took to it quite well and generated a rich collection of competing commitments and underlying big assumptions. The whole concept seemed quite intuitive and resonated with them.

2. Faculty collaboration in the classroom  [http://www.npr.org/sections/ed/2016/06/18/480974086/having-other-teachers-eyes-means-also-having-their-ideas?utm\_source=facebook.com&utm\_medium=social&utm\_campaign=npr&utm\_term=nprnews&utm\_content=20160618](http://www.npr.org/sections/ed/2016/06/18/480974086/having-other-teachers-eyes-means-also-having-their-ideas?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20160618" \t "_blank). We discussed the idea of focusing on student dynamics rather than what faculty colleague is or is not doing. The advantage is that we are looking at the output/impact rather than the action. In some ways it is more objective, and may diffuse the discomfort of being observed.

We discussed the importance of the element of trust that allows us to open our classroom doors and welcome the vulnerability that comes with it.

3. WEPAN INCLUDES was submitted on June 24th. This is the pilot phase. It proposes mainly to use our group and hire Kegan and Leahy to conduct the X-ray and introspection and create a starting point for action on the partnership phase. For Info: there were 500+ pre-proposals, 120 were invited to submit, of which 30-40 will be funded in the pilot phase (1-2 years). Then can apply for the partnership phase which is longer and more involved and more money.

4. Elena led discussion of ENG 328. The discussion focused on **difference.** How do we value and appreciate difference in all of its forms and shapes? It is much harder than it sounds. At a high level:

* We strive to move from a general view of deficiency - focusing on what the different students are missing -- to one of assets – recognizing and valuing what they do have that typically other students and possibly us do not. For example, students from lower socio-economic backgrounds lack the financial and academic culture support system that other students have but typically have relied on much stronger self-reliance, time management, and balancing between different priorities.
* We strive to be aware of our biases towards our own way of thinking, way of working, way of problem solving. Our focus on welcoming different models in syllabi and classroom exercises can support this.

The discussion dug deep into the following aspects:

* Valuing or welcoming difference in ideology. This may be the hardest for most of us. As a feminist, how do I welcome attitudes and statements that I perceive as conflicting with feminism? Can we have some non-negotiables?
* Again, can we have some non-negotiables? Or should we re-examine these as well? E.g. setting passion or ambition as non-negotiable.
* Is it too much to expect students to have at least a cause they are passionate about and expect them to articulate it in a few sentences when asked? What does it mean if they are unable to do so? Is the identification and nurturing of a passion a cultural phenomenon? Is it equally valued and supported in all segments of society or is it an expression of privilege? Could value be a broader and more universally shared concept than passion?

5) G. and E. stayed behind to discuss the Loops lesson with the plan to bring back a revised version. Ch., who now knows what he is teaching, may bring a lesson/syllabus as well.