

## Agenda/Material for Meeting on 4-22-2016

From Fatma:

- 1) Reflection on the semester, talks, discussions, what we liked, did not like, etc.
- 2) Discussion of the following article [http://chronicle.com/article/Do-You-Know-How-Lucky-You-Are-/236103?key=mOIZ0dxbS-RTBNla9b0UjD4\\_NpPQII0EGxJfug9dZGIGUIUzN1hGWnp3WEhiVI9yRVNDTVpDS2t6WjNDYzZkdWNmR05kbzQwZDNr](http://chronicle.com/article/Do-You-Know-How-Lucky-You-Are-/236103?key=mOIZ0dxbS-RTBNla9b0UjD4_NpPQII0EGxJfug9dZGIGUIUzN1hGWnp3WEhiVI9yRVNDTVpDS2t6WjNDYzZkdWNmR05kbzQwZDNr)
- 3) It would be good to select a book to read together. Karen will order a copy for everyone once we settle on a title. Suggestions?
- 4) Plans summer/next fall.

## Minutes of Meeting on 4-22-2016

Dear colleagues,

We met today and discussed the following things:

- 1) Reminded ourselves to enjoy the journey and not be too stressed out by a deliverable. As long as we are enjoying getting together and finding food for thought in these meetings, the rest will come.
- 2) That being said, we wanted to start outlining some common actions to frame our work. They include:
  - a. Planning on visiting each other's class in the fall
  - b. These visits could be focused with specific questions we want to observe & reflect on.
- 3) As we prepare/review syllabi over the summer, we can design some actions that we take individually or collectively that align with questions on equity. Specific actions we discussed today:
  - a. Inviting students to reflect on their luck (luck for being admitted; luck for being in our class; luck for making it to college, ....)
  - b. Sharing with students stories of our own luck and privilege
  - c. Inviting students to state a specific value they hold dear (shown to be very effective for students' retention and success)
  - d. Promoting students' agency in the execution and shaping of the class
  - e. Related to d.) creating spaces for the students through silence and waiting. We are all uncomfortable with silence and tend to jump in and fill it with our voices. This works to the detriment of the shy, the introvert, the students who need more reassurance and encouragement, ... Samantha uses knitting in class to signal she is comfortable waiting in silence as students are mulling over a problem.
  - f. We also talked about creating deliberate pauses to help students absorb and reflect on what they are learning. For example, have a 3-minute silence before the end of class and then ask all students to write down what they have learned and what questions they have. This promotes agency in students, gives invaluable feedback for faculty, and gives context and propose to silence created.
- 4) Summer meetings for whomever is around and willing in person or via video over lunch, coffee, or any other time. Next meeting Thursday May 5<sup>th</sup> at 1pm. Karen will set it up.

- 5) Readings:
- a. It is good to have a common reading to synch us up. The majority of the votes went for Page's book recommended by Jean.
  - b. Guity is currently reading *Whistling Vivaldi* and thinks we should all read it. Fatma concurs.
  - c. Overall, please email Karen with any (all) the titles you want and specify if you want it kindle or paper. She will place all orders together.

Fatma followed up her e-mail that contained these minutes with the following message:

*All, I wanted to rush and capture key things from the discussion but rereading it I see I missed a few things. Others in attendance please do feel free to jump in and add anything you feel is important.*

*Overall*

*1) THANK YOU all. This has been so gratifying for me. I look forward to continue through the summer in person or virtually.*

*2) We debated whether we would meet weekly or bi-weekly but ended up deciding the next meeting. The rest will follow.*

*3) The sentiment was to move to Thursday to stay away from the weekend and 1:00 p.m. because some will be teaching until about then. We can refine by letting Karen know of any other constraints or at the next meeting.*