

Diversity Council Meeting
May 10, 2018, 9-11 AM
Newcomb Hall Commonwealth Room

Meeting Minutes

I. Introductions

- a. Present: Cecil Banks, Mary Brackett, Maria Chee, Kate Duvall, Tabitha Enoch, Vicki Gist, Jack King, Rebecca Leonard, Jessica Livingston, Marcus Martin, Jaronda Miller-Bryant, Kristin Morgan, Tobiyah Morris, Gail Prince-Davis, Faran Saeed, Rachel Spraker, Lindy Steiner, Michelle Strickland, Adettra Thomas, Nic Thompson, Maurice Walker, Willie Williams
- b. Guest: Frank Dukes

II. Advisory Committee on the Future of the Historic Landscape (*Marcus Martin, MD*)

- a. There will be a marker or historic monument signifying the Black Bus Stop.
 - i. DC has an opportunity to provide feedback for the marker.
- b. There may also be a historic marker for the four women who applied to UVA in 1969.
- c. It is positive that President Sullivan is asking for the Diversity Council's input.

III. Follow up: Diversity Council Visioning Sessions March 8 and April 12, 2018

- a. The council discussed how we are addressing systemic change.
 - i. There was some consensus that before we discuss systemic change we need to address and confirm the role and structure of the DC.
 - ii. We do not want to lose focus on the education/training, which Dr. Martin see as a top priority because this would affect systemic change.
- b. The council discussed the idea of the response team.
 - i. Dr. Martin suggested that the response team not be housed in the ODE but as a working group of the council since it has broader membership with different perspectives.
 - ii. The group agreed that it might not be the place of the DC to act as 'firefighters' and provide immediate action or messaging after an incident. Instead, the response team could provide guidance to those who are shaping the messages to the University community.
 - iii. The response team could hold listening sessions after incidents occur in order to gather feedback and help the community process the event.
 - iv. The response team could study incidents (such as Kessler at the law school) as case studies and develop best practices or recommendations for what the University could do in similar situations. We can ask President Ryan what he'd like to see from a group like this.
 1. Students are used to instant information, but UVA doesn't provide instant information in these types of situations. Students complained that they didn't know about the incident until later on and weren't told right away. We can learn from this and reflect that in the recommendations.
 - v. The ODE has created a resources document (see "[Enhancing the UVA Environment, Culture, and Respect: Resources in Place](#)" on the [Resources](#) page of ODE's website).
- c. The council discussed the structure of DC and how it may need to change going forward.
 - i. If the council is going to be more active, then the structure needs to be adjusted. Given the size of DC, it's hard to be action oriented.

- ii. Questions to address: What systemic and long-term goals do we want to accomplish? What type of working groups should be formed?
 - 1. There could be a committee focused on systemic change and on education and training.
- iii. Refine the process of how representatives are selected and define the necessary qualifications. Having deans designate representatives may not result in getting people who are interested and invested.
- iv. Make sure new and current members understand that being a part of the council is a time commitment.
 - 1. Should we consider funding part of the representatives' time if we are asking them to be more active on the council? If so, where does the funding come from?
 - 2. When joining DC it could be required to join a sub group.
- v. The council could meet less frequently to allow working/sub groups to meet more frequently.
- vi. Currently the DC has subcommittees for LGBT and disability advocacy. Another group could be created to look at race on Grounds.
- d. The DC broke up into four groups to discuss how to move forward with key action items by turning ideas into concrete steps. The groups focused on the following: organization and structure of DC, response team, education and training, and a race subcommittee.
 - i. Organization and structure of DC: Marcus Martin, Rachel Spraker, Willie Williams, Gail Prince-Davis (scribe)
 - 1. Formalize the request for council members. Outline the commitment including the term and responsibilities (job integration, performance evaluation, working groups, etc.).
 - 2. Formalize the invitation to council members outlining the commitment as described above.
 - 3. There could potentially be an orientation for new members.
 - ii. Response team: Kate Duvall, Jessica Livingston, Tobiyah Morris, Maurice Walker, Lindy Steiner (scribe)
 - 1. Determine who would be on the response team.
 - 2. Determine the term for serving on the response team.
 - 3. Have a response team meeting outside of DC to discuss responses to potential incidents and coordinate with education group on how to respond.
 - 4. Determine how often the team needs to meet and how they will meet (in person, by phone, etc.). Initially, meetings should be in person.
 - 5. Have a student representative at meetings to proactively involve students and have a continuous source of student input.
 - 6. Determine the structure of the response team.
 - A. Research structure of the University's weather response team to see how this team could be structured.
 - B. Look at peer institutions for additional ideas.
 - C. This summer, debrief on the law school incident and use our potential response to build structure of response team.
 - 7. The three main elements of the response team would be:
 - A. Learn from incidents and discuss best practices for responses to future incidents.
 - B. Provide resources (add to existing resources document).

- C. Respond (along with education group) to help after incidents and host events while following best practices.
 - 8. Think about what added value the DC response team would have.
 - A. We could analyze responses and develop best practices.
 - B. Offer support to parts of UVA that are affected by incidents.
 - C. Be proactive (not just responding to events but having things in place beforehand).
 - D. Focus on our niche of diversity, equity, and inclusion while offering support and guidance.
 - 9. Have clear idea of how the response team will work before presenting the idea and talking to students, faculty, and staff about it.
- iii. Education and training: Maria Chee, Faran Saeed, Nic Thompson, Kristin Morgan (scribe)
 - 1. Discussed Hoos Brave which is the team including Tabitha Enoch, Faran Saeed, John Alexander, and others who offer Multicultural Fluency and other trainings around Grounds. Hoos Brave now has a website. Consider how to scale this up and add more capacity to meet increased demand for trainings. Note: the trainers are unpaid for this work and do this in addition to their job duties. How could trainers be compensated?
 - 2. Discussed role of Center for Leadership Excellence in coordinating trainings such as Multicultural Fluency.
 - 3. Consensus of the group was that Education and Training should be a working group of Diversity Council.
 - 4. Talked about developing knowledge and skills of DC members with trainings 1x/semester.
 - 5. Between now and August, the group could outline a strategy to advocate for the education director/coordinator position that was recommended by Hoos In.
 - 6. DC members could have a common reading experience each year similar to Curry's common read.
 - 7. The group recommends identifying which competencies and learning outcomes we want and then assessing those. Faran Saeed from Madison House will share the student learning outcomes model he uses as an example.
 - 8. Discussed communication from DC to the deans to encourage more use of diversity and inclusion training for faculty and staff. While advocating for a full-time D&I education position these communications to the deans would serve as a way to develop more buy-in. The deans could draw upon the resource list linked on ODE's website.
 - 9. In addition, Rachel Spraker suggested using a model similar to LAM with new DC members—providing orientation and opportunities to connect as a cohort.
- iv. Race subcommittee: Tabitha Enoch, Vicki Gist, Jack King, Adetra Thomas, and Michelle Strickland (scribe)
 - 1. The suggestion for a subcommittee to focus on race stemmed from the idea that if the other subcommittees are working on policy related to LGBT and disability concerns, then there may not be anyone in DC working on policy regarding race.
 - 2. The composition of the committee could be similar to the DAAC and the LGBT Committee, with members who either identify with the group, have expertise, or want to provide support. This would help create a group with a vested interest in advocating for a more inclusive climate.

3. The committee could research to see what the current concerns are on Grounds and how we can address them.
4. To avoid duplicating efforts, representatives of existing committees studying the University's racial climate (such as the President's Commission on Slavery and the University) should be part of the conversation.
5. Steps to take if/when the committee is formed: identify desired outcomes, research what is already in place, and identify community issues. (Repeated student concerns are admissions and percentage of minorities, how race is addressed in the curriculum, support services, faculty and staff representation, and lack of a required course on race.)
6. Action items to do before the August 16 meeting:
 - A. Continue the conversation to decide if we should move forward with this committee.
 - B. Meet with Dr. Martin to get his approval and discuss how to get support from the administration/president.
 - C. Research how the other subcommittees were formed.

IV. Announcements

- a. President Ryan will attend the August DC meeting.
- b. The Diversity Council 2018 Strategic Planning document was available for members to take and review.