

Tabletop Discussions Notes
CRSJ Meeting
Tuesday, December 5, 2017

Demand 1

- How bias incidents are communicated? SVP or Provost
- Things reported could be campus-specific or larger community concern
- Suggestion for how to share bias incident report – Emory Wheel; Emory news story linking to website
 - Concern about sustainability of acknowledging every incident Ambiguous threshold – potential to impact community significantly; 3 questions in the protocol
- Monthly email update on all incidents and how they have/are being addressed
- Monthly open meetings of CRSJ to update campus – add something fun (i.e. poet/performer/playwright related to conversation)
- Goal is for people on campus to know what the Commission is doing.

Demand 7

- HR related; Main focus is:
 - Extra compensation for campus life staff advisors
 - Compensation study with three levels of advising and their working to assign everyone to a category
 - Arrangement done by February
 - Hierarchical structure of campus life
 - Search committee guide created piloted with Director of RACE search
 - Pool goes to Mekeshua to evaluate diversity (both initial and final pool)
 - How are we performing in those guidelines?
 - Salary comparisons by race/gender
 - Diversity of pools – are guidelines changing behavior?
 - How applicable are these things outside Campus Life?
 - Expanding to faculty, that is included in the demand

Demand 8

- Promote trust among supervisors – program for new supervisors/faculty
- Increase open expression policy awareness – open door policy
- Question about relationship of staff and faculty

Demand 9a

- Who holds the responsibility for spaces?
- Conduct
 - Increased transparency
 - Recruited 3-4 black staff
 - Struggling with recruiting black faculty – all faculty blurb from HR perspective
 - How do we think about conduct with theme housing?
 - A short-term committee
 - OSFL recommendations happening in March

Demand 13

- We love the spirit of this
- Don't just focus on freshmen and sophomore
- Implementing this will be challenging
- See draft proposal outline for requirement implementation

Re: To Address Demand 13 for Diversity Requirement: Proposal Outline

From: Task Force of the College Faculty Senate/Commission on Racial and Social Justice

December 5, 2017

NOTE: This is a draft proposal and any changes in College Curriculum require levels of College Faculty Senate and Curriculum Committee approval, both of which will only be addressed later in this academic year.

Task-Force Members

Pat Marsteller, Co-chair representing College Senate,

Arri Eisen, Co-chair representing CRSJ

George Yancy, Professor of Philosophy

Javier Villa-Flores, Professor of Religion

Gillian Hue, Lecturer, NBB

Leah Roesch, Lecturer, NBB

Amari Sutton, undergraduate

Heather Rosario, undergraduate

Julianna Nikodym, undergraduate

Demand 13: GER Requirement

"Emory University does not currently have a General Education Requirement that focuses specifically on the histories and experiences of people of color. The Campus Life Compact for Building an Inclusive Community at Emory (written Fall of 2012) states that the Office of the Provost and academic Deans will: 1) Consider creating a Global Citizenship & Diversity General Education Requirement and 2) Expand the range and quantity of course offerings specifically related to race relations, racism, ethnicity, etc.; encourage departments to make hires with these areas in mind whenever possible. This has not happened. Simply put, we demand that Emory University follow through on this recommendation and create a General Education Requirement for courses that explore issues significantly affecting people of color, and this course should be implemented in the fall of 2016."

Opening statement

We stress the importance of moving forward on a response to Demand 13, as it was made two years ago. An informed, effective, and substantive response to this demand will require buy-in from faculty and students and sustained support from the College and University administrations.

Our proposal:

We build on the energy and work of many of our colleagues over the years in efforts such as the Transforming Community Project, the Campus Life Compact for Building an Inclusive Community, the recent cluster hire of STEM faculty in the College with expertise in minority mentoring, and Howard Hughes Medical Institute (28 years) and NIH funding via IMSD (5? years) and FIRST (18 years) that promote women and minority engagement in the sciences.

Proposal details:

- We propose a **pilot program diversity requirement (or DR)** *focusing on race and racism* that reaches one-third to one-half of all freshmen (say, 40 courses reaching 800 students) during the first year of the program.

- We propose an **ultimate goal** of having *all* undergraduates complete an extensive diversity requirement by the end of their sophomore year at Emory/Oxford; for this we propose broadening the definition of diversity (class, gender, sexuality, religious affiliation, social justice and equality, etc.) and including a requirement of more than one course— perhaps built into all or many of the new GER to come (a la [Oberlin](#)).

- We propose the pilot to reach students through already-existing structures: Freshman Seminars and 1st-year Writing Requirement courses.

- We propose the formation of a Faculty/student advisory board to develop, maintain quality, select participants, oversee evaluation of this project.

- We propose evaluation of the pilot at every stage of the process using existing proven tools and comparing results to the ‘control group’ of the same class who are not participating in the diversity requirement.

- The pilot program should make a strong effort to ensure participants are representative of the freshman class— demographics, disciplinary interest, etc.

--To make this more likely, we strongly encourage all departments to participate.

- We propose using the Piedmont Project or QEP model, and invest in a competition to compensate faculty to participate in a faculty-training cohort, led by exemplars of such DR-like teaching already going on in the College (e.g., Allison Parker, Hank Klibanoff, George Yancy), over the summer. Applicants should propose how they will develop a new DR or adapt their existing freshman seminar or 1st year writing req. to fit DR criteria, then meet and learn, then do it. Interdepartmental and interdisciplinary applications should be encouraged; two faculty

could develop and interdisciplinary course, for example, and then co-teach it or each teach their own version of it.

- We should make a special and explicit effort to link to related activities in orientation, PACE, and Residence Life, both to strengthen them and to smoothly promote and segue into the DR.

Criteria for Diversity Requirement courses

The faculty/student advisory group should **identify, for all courses satisfying the DR, core texts** (imagining the ‘international student who knows nothing of race in america’), such as PBS’s ‘Race the Power of an Illusion’ series or Joe Feagin’s work (e.g., *Racist America: Roots, Current Realities, and Future Reparations*, 2010— covers origins of race in North America and delineates the deep political, cultural, and legal implications not just for African Americans, but for Indigenous populations, Chinese-Americans, Japanese-Americans, Latin-Americans, and others. It allows for international students who have very little understanding of race relations in America to come away very much informed) *and ensure each DR substantially addresses (as reflected in the number and nature of assignments as determined by the advisory group) some minimum number of the following:*

1. Human rights and social justice issues

- a. Social inequality (housing, healthcare etc)
 - i. E.g., PBS’s ‘Race the Power of an Illusion’ series: looks at questions of redlining, neighborhood covenants, gated communities, Jim Crow, the history job discrimination, differential pay based upon race, gender, and the intersection of the two.
 - ii. Biology of race
- b. Power dynamics and struggles
 - i. Questions of systemic racism: importance of social movements and how those movements are pivotal to undoing unequal power dynamics across various indices (work, education, life expectancy, etc.).
- c. American civil rights
 - i. Historically, explore the civil rights movement and how that movement is related to the institutionalization of slavery, the period of reconstruction, Jim Crow and even current movements like Black Lives Matter.
- d. Citizenship and modern day slavery
 - i. E.g., Michelle Alexander writes on the prison industrial complex and how that strips people, especially people of color, of their citizenship.
- e. Encoded language
 - i. E.g., Eduardo Bonilla-Silva on coded language, especially within the context of how discourse is used to support a “post-racial” America;

examine how everyday discourse (e.g. inner city) reflects racial categories.

2. The political and legal aspects of racism

- i. E.g., critical race theorists such as Derrick Bell and others; political philosopher Charles Mills.

3. Theories of race

- i. E.g., introductory texts, such as Audrey Smedley's *Race in North America: Origins and Evolution of a Worldview*; Reginald Horsman's *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism*.
- ii. Evolutionary and anthropological theories of race

4. Historical and current considerations of race, racism, race relations

- i. E.g., work at the intersections of whiteness, white privilege, questions of embodiment and knowledge production and how these continue to function in the current moment; also within the African American context, the history of lynching.
- ii. Race and science historically, in medical research and health care

5. Philosophy of race

- i. Address both racist views held by major philosophers (Locke, Hegel, Kant, Hume, et al) and, as a philosophical field of inquiry, questions such as: Is race real? Is race a biological category? Are there race genes? Is race like the flat earth hypothesis, just a false concept? If so, then why do we continue to use the term in meaningful ways?

6. institutional /structural racism

- i. E.g. texts that move us away from a prejudicial model of racism to a systemic model, one where simply changing one's belief system or attitude is insufficient: *Black Wealth/White Wealth*, by Melvin L. Oliver and Thomas M. Shapiro; also George Fredrickson's comparing institutional racism in North America with that in South Africa; David Wellman's text, *Portraits of Racism*.
- a. White privilege
 - i. E.g., Peggy McIntosh's "Unpacking the Invisible Knapsack"; George Lipsitz's *The Possessive Investment in Whiteness*; Paula S. Rothenberg's edited book, *White Privilege*.
 - b. Microaggressions (recent Emory report from Bliwise?)
 - i. Derald Wing Sue's work
 - c. Inclusive pedagogy
 - i. bell hook's *Teaching to Transgress*; explore questions regarding disability, feminist issues regarding the inclusion of women's standpoint; themes

from second and third wave feminism; Issues of sexual orientation; include as many voices as possible so students transformed by the experiences of others (without that failed sense of having merely "tasted a bit of cultural spice," where some groups become exoticized).

Budget

1. Faculty participants who will teach DR
2. Faculty who will lead DR faculty workshops
3. Faculty who will coordinate
4. Evaluation at all levels (pre-, formative, post)

Next steps

- Development of detailed proposal
- Present for feedback to:
 - Student groups (ADAPT CRSJ WEBSITE FOR FEEDBACK FROM ANYONE?)
 - IDEAS fellows, SPEAR, IFC, SACNAS, FIRST
 - open forum for discussion
 - CRSJ and College Senate

