

**Faculty Meetings 2020-21**  
**February 16, 2021**

Note taker this week: Julie

Note taker next week: Shelly

10:30-11:30 Prelim Focus

- Check-in
- Pre-conditions <https://www.msmu.edu/project-builds/preconditions-report/>.
- Branch ED updates

11:30-12:30 All faculty—Joined by Branch ED, St. Vincent, St. Turibius, and Shannon Green

- Introduction and background
- Group Discussion
  - How are we infusing anti-racism and social justice in our teaching and learning?

How do I, with learners, cultivate processes that highlight thinking? What do I notice? What might I do differently?

Faculty meeting Feb. 16, 2021

People reviewed preconditions and gave input to Carol

We discussed getting access to computers for the new admin assistant who will be assisting with Catalina's tasks 15-20 hours per week so she can focus on BranchEd tasks-

We are

Asked Catalina to assign assistant/student worker to research comparable costs of private universities for BranchEd evidence

Also include a list of our scholarship opportunities

12:30 – 1:30 pm group discussion joined by Shannon Green, BranchEd and Catalina Hurtado

What does it mean to be a MSMU student beyond the professionalism in Dispositions

Last week we looked at some of the questions from a BranchEd document and everyone sent in some questions to further explore – 2 came to the top

How are we infusing anti-racism and social justice in our teaching and learning?

Kieran – insight from advisement/since not teaching – MSMU workshops for faculty –

Ie- the reality of what it means to be a student of color to come into the classroom – that insight was helpful / making eye contact – other nonverbal ideas

Hopefully that experience communicates positive relationship to the students I advise

Robin – in methods courses/ even though teaching curriculum – we have it in the back of our mind so it informs how we interact with students and the curriculum – room for multiple perspectives

Julie – diversity- learning what you don't know you don't know, first gen in college; institutional racism/ race as a social construct; teacher's biases/ sharing experiences of racism in the classroom etc.

Social Studies and the Arts – multiple perspectives for their units

Diana – assessment – uniqueness of language and behaviors, language class – during advisement-talking about family background and their academic understandings – Leadership class – models of racial difference and utilize reading comparing/contrasting of objectives and why differently challenging

Shelly – how am I utilizing versus what am I teaching about?

School and Society – what is school for? How is justice infused in our goals for the profession? What are equities/inequities as we speak and to what degree is education positioned as the burden to fix that? Fieldwork – looking at inequities on the ground – what are the injustices that they would be trying to work against in those environments? Policies/ historical issues; socratic seminars – voicing what they are concerned about – looking at anti-Blackness now ethics – what are their expectations for themselves?

Teaching ELs- (zoom froze)

Liberal studies – advocacy for justice – 6 unit set of 2 courses looking at the Eurocentric narrative taught and getting counternarratives – evaluating textbooks in use – what else do they need to bring in

Transformative Science pedagogy – how own identity process/ melding science pedagogy with social justice and science

Kell – Beginning theory and practice – classroom environment building – effort for us as a group to talk about perceptions of what an organized class look like, sound like and who gets to say?

From a cultural perspective – what it means to be a respectful listener is different – ways to have engaging classrooms that can embrace all those differences and create a culture we agree upon in the room, even in zoom

As they develop their behavior management plan – not top down – respect in classroom

TPA lab courses: this emerges in a big way to give them an opportunity to demonstrate how they address issues of equity and inclusion and social justice – in ways they decide to teach and assess and how they draft their responses to the State; they stop and build on the assets of the students in ways they develop and plan – they look at assets developed in students outside the 4 walls of the classroom

Tommetta:

Teaching in a Diverse Society – history and influence of systematic oppression and internalized privilege – development of personal bias, identifying approaches to help negotiate conflict ; and building collaborative, respectful relationships with families

Kimberly:

Different ideas – explicit or infused?

I explicitly address in every class regardless of topic

I also do implicitly with examples of issues related to social justice  
I'm curious about our definition of anti-racism- have we as a department defined anti-racism?  
How intentional we are? It's different than being multicultural or diverse..

Catalina – how we engage with students at inception – not assuming all students know how to navigate higher education – a need for us to remember, not everyone knows how to navigate and still very intimidating and we need to be conscious of that

Shannon Green – history of the Sisters that founded our college at the university – reaching out to the dear neighbor versus top-down

Carol - What themes have we heard? What's our purpose?  
What's our personal definition of anti-racism?  
Carol –being non-racist is not being anti-racist – we are all evolving at a different pace in this

Julie – university – President is stating anti-racism as a university goal  
Shelly - maybe we can start with a theoretical document of what anti-racist education – so we can know the difference between multicultural versus what is anti-racist

Shannon Green – the Sisters has also taken on the topic of anti-racism in their community to build on their work towards social justice – deeper commitment  
Last summer – Sisters read “White Fragility” topic for annual gathering and I've seen a change of info that goes out – now whole series on Black Americans – this is an increase over past efforts

Are we aligned with language/ symbols that identify the Mount as an anti-racist institution  
As an academic institution starting with theoretical framework would be helpful

Reading work on anti-racism  
In social media – are we saying enslaved peoples versus slaves – a little confusing where do we go and where do we root ourselves

Catalina – how do we demonstrate that we are actually an anti-racist university? Is it a better mix of different programs? How do we determine if we are meeting those goals? How do we know we are there? Qualitative or quantitative

Julie – there are criteria out there – rubrics – thought-partnership

Carol – and what expectations do we have for our graduates?

Shelly - what is it we are trying to be? MSMU is far away from being an anti-racist institution – MSMU is maybe a 2 out of 5 organizationally – not necessarily what's in our minds and hearts  
There's who we want to be; what are our policies/practices? Explicitness?  
There's a lot of work to make that real?  
And what are we going to see from our candidates? We don't have a place for our students to demonstrate that? I don't know that we have a thing that helps us collect evidence for that – is it

their hearts and mind, their skill set, their commitment – those are the questions I'm dealing with now

Robin – in the past teachers were evaluated in their teacher ed program – this is what I see and this is what they do – the hard part with quantitative – this is easier said than done  
Defining this is what it looks like:

Catalina – ADS data – if I look at that data, I would say we are not a representative institution or department, we are biased in specific race/ethnicities  
Shelly brings up – we may have goals – how do we prove that data-wise

Kimberly - we have low percents of African Americans on the campus - if we set ideal representation numbers – that's only one dimension  
What else goes along with it?

In my program-- 2 that didn't finish were African American – what is it that is not allowing for the 2 students were marginalized – also part is the realities of what they were facing in their schools? What are we doing structurally that we can change?

To me, anti-racism is about structures.. what is it structurally that we are not doing to not bring in more African American students, retain them?

A lot of people outside our department would say we are already diverse, but that's not the case  
Numbers can tell us a lot- and what do we do with that information

Robin – and defining what is it about those numbers.. we are underrepresented in a certain area and why is that?keep potential answers very open – it could be the cost

Kimberly - we know we are expensive so what do we structurally do?

When Anne said – I thought – does she know what that means? She's committing to huge changes –

A lot of minds need to be in place

My first thing – what goes on in admissions office? – who are they reaching out to and what kind of face do they put forward?

Then, once they get here, how are they paying for it?

Then, who are they encountering from class to class? Are their professors anti-racist or will they be alienated?

So many issues – put yourself in the shoes of a person and walk through

One transgendered student disappeared – they were misgendered -- that might have something to do with it – we are working on that – we have a committee – but we clearly have work to do on all of these issues

Shelly – for years conversations about retention of students – retention committee believes they are asking the questions but we are not looking deep enough

Number of African American studenys are going down – there's talk in the community – don't go to MSMU, it's racist against Black students

Retention committee – needs to look deeper

Kelli – recruitment at grad level – our students are so much word of mouth – any time we lose a student of color– we lose all the ones they would recruit word of mouth  
Until we are seen in those schools as the place to come, we won't see big change

Catalina – if we are striving to make changes within MSMU but we have these outside partners that aren't making those changes – how does that impact our candidates and how do we help to circumvent that? Because the school they are doing supervised teaching they might not be getting same support?

Julie – we need more outreach to schools that have TAs and teachers for African American students?

Carol – where do we go from here? MLK said – we will never be an antiracist society, but that doesn't mean we don't keep reaching towards that..

Shelly – where are we talking about ourselves and where we need to be?  
Or where do we want students to be?

Carol – Let's start by gathering some theoretical pieces

Robin – too bad our district partners couldn't be here – we are in the academic tower – I would value hearing what they think about all of this?

Kimberly –Inviting your students to a talk on Friday – “Who is Black?”  
Any students who identify as Black is invited to that  
“Black Cultures Matter film series” – Friday night at 5 showing excerpts of I am not a Negro –