Division of Academic Affairs
Diversity Task Force
Wednesday, November 20, 2013
3-4:30 PM, President’s Conference Room
Meeting Minutes

Present: Donald DeHayes, Laura Beauvais, Michelle Fontes Barros, Marcia Morreira, Barb Silver, Andrew Bauerband, Peter Larsen, Betsy Cooper, Delores Walters, Alycia Austin, Kelly Matson, Lynne Derbyshire.

1. Approval of Meeting Minutes from 10-24-13: Approval

2. Announcements: President Freeman Hrabowski III from UMBC is speaking tonight at the Honors Colloquium on “Elevating Students.” Delores Walters’ co-edited book with Mary Frederickson (Gendered Resistance: Women, Slavery, and the Legacy of Margaret Garner) is published.

3. ACE Workplace Flexibility Initiative: Barb and Laura. Barb described the initiative—1-2 year initiative to create career flexibility for faculty. President Dooley has signed on URI for this initiative. At the end of the initiative, the participating universities report on their efforts. Barb is asking that the AADTF help the Work/Life Committee work on some of the issues associated with the initiative. Dual career hiring is a top priority for us. This is a very difficult initiative to implement, but very important to faculty. The Family Travel Fund has been implemented. Also, we have obtained an institutional membership to a portal that provides resources/network for care-giving services. Dual career hiring is one of the most important initiatives for faculty of color, according to the interviews Delores conducted with URI faculty of color. One event that we are planning is having a conference here at URI (funded by the Provost) inviting nearby institutions to explore dual career issues and in the process, develop a regional network to share employment prospects. We need to get someone from Career Services on the working committee (serve as a Career Specialist for dual career hires). Where do these positions sit in the organizational structure—HR, AA, OCDE, Career Services, Provost Office? Could we put language in the advertising/job description about our programs? We need to provide this information on our website for candidates to find when they research the university. Could we develop an opt-out (rather than an opt-in) tenure clock stop? Betsy Cooper has volunteered to work on this task force. If there are other volunteers, please contact Barb or Laura.

4. Communication link between the Academic Affairs Diversity Task Force and the Faculty Senate—one suggestion is to provide a report to the Faculty Senate every year or every other year to keep the Senate informed about our efforts. Laura will write a letter to the FSEC requesting that we provide a
report each year on our work. At the end of the report, we can ask the senators if there are issues that they would like the task force to address. College diversity committees might present to their colleges on an annual basis, but we might be able to collect reports from the college diversity committees and include them in our annual report to share ideas across colleges.

5. General Education courses in multicultural competency—Laura, Trish, Lynne, and Michelle
   a. Revised rubric—Laura, Trish, Lynne, and Michelle. Revised rubric was distributed for review. Next step would be to bring the rubric to SAGE for piloting it in courses.
   b. Assessable projects for multicultural competency courses—Michelle, Marilda, and Lynne—Michelle provided these ideas: current affairs discussions; reflection cards; reflection paper; future actions that students might engage in now that they have these knowledge and skills; student presentations. Lynne provided rubrics for evaluating assignments, as well as examples of assignments (see attached handout).
   c. Where do we want to take this information? Create a resource area where assignments and course ideas are available to faculty; a subset of the task force can develop a syllabus supported by some money from the Multicultural Enhancement Fund this spring.

   a. RFP 2014—the task force reviewed the draft. We need to review further and discuss as the first agenda item at the next meeting

7. Nominations Process for New Members—will be on our next agenda

8. New Business

Link to website: [http://www.uri.edu/provost/planning/diversity.html](http://www.uri.edu/provost/planning/diversity.html)

Next meeting is on Tuesday, December 17, at 3-4:30 in the President’s Conference Room in Green Hall.
Identifying Social Construction

Observe and identify ways in which difference is created/reinforced by daily interactions. In a five-page paper explain the ways in which hegemonic ideologies related to master status are perpetuated. Note that you may find that the same people/contexts both reinforce and challenge hegemonic ideology regarding the same master status. Briefly describe the incidents/behaviors you observe, and explain how it reinforces or challenges, using text terminology and concepts.

Assignment Instructions

Describe examples of micro aggressions you have observed or experienced over the past two weeks. For each example explain:

- In what context did the micro aggression happen? What category of micro aggression was it?
- What did you think and feel when you observed the micro aggression or when you found yourself as the target of a micro aggression or found yourself perpetrating a micro aggression?
- If you were not the target, how did the person to whom the micro aggression was directed react?
- If you were not the perpetrator, did the perpetrator show any sign of understanding the implications of the micro aggression?
- Do you believe bystanders were affected by the micro aggression? If so, how? Have you observed environmental cues that function as micro aggression? What?
- What are the implications of these?
- Having spent time observing and reflecting on micro aggressions, how do you now understand these behaviors? How do you think you should respond if directed toward you? How do you think you should respond if you are a bystander? Have you found yourself perpetrating micro aggressions, or realizing you have done so in the past? Does that make you re-consider the behaviors you have observed in others?

Examining experience of difference as represented in a movie (5 pages)

Using a movie of your choice, in a five-page paper identify ways in which it reinforces and/or challenges hegemonic ideologies related to master status. In the introduction briefly give an overview of your selected movie.
Note that you may find that the same movie both reinforces and challenges hegemonic ideology regarding the same master status. You will need to describe only those parts of the movie relevant to your discussion, and you will need to explain how it reinforces or challenges hegemonic ideology.

Use concepts from readings and class discussions (master status, double consciousness, entitlement, privilege, etc) to explain your conclusions.
MAGAZINE AD ASSIGNMENT

The object of this assignment is to report on the messages presented in the visual advertising in magazines by tabulating and interpreting numerical information gathered systematically. Select one general magazine (not narrowly targeted, for example, *Runner’s World*, but of more general interest, for example, *Rolling Stone*).

CONTEXT

Name the magazine and the date.

1. Including inside and back covers how many total pages in the magazine?
2. Counting any page with advertisements half or more of a page how many pages are advertising?
3. Using the numbers above, what percentage of the magazine is advertising?

CONTENT

People (demographics)

1. Tabulate the number of ads with images of people. What percent of the total number of ads feature people? Separately count ads with 1 person; 2 people; 3 or more people.

2. Tabulate the following for all the people featured in all the ads. What percentage appears to be White? Black? Hispanic? Asian? Mixed race? Other?

What percentage appears to be male? female? Unknown?

What percentage appears to be children? Young adults? adults? Middle-aged? elderly?

3. For all ads with only 1 person, count & tabulate percentages of males and females; race; age.

4. For all ads with 2 or more people, count & tabulate those that feature a male & a female; two males; two females; an male adult & a child; a female adult & a child; two children; note apparent race/ethnicity for all people.

Settings and environments
(location)

Where are the people located?
What percentage are located indoors? What type of room or place (ie, kitchen, restaurant)?
What percentage are located outdoors? Rural/nature or urban setting? No identifiable location?
Stories (plots, actions and interactions)


INTERPRETATION

Tabulate and compute averages in each category. Write your analysis based on that information. What did you learn from the study? What stories are implied by the ads? What vision of reality is presented? How do you know? What is being presented in terms of gender norms? What challenges are made to gender norms? What is being presented in terms of race/ethnicity norm? Made to those norms? What conclusions do you draw?
Analysis of a Nike Commercial

In approximately five pages, critically analyze a Nike commercial of your choosing that can be found on Youtube. Use ideas learned thus far from our readings, viewings and class discussions to critically analyze the social meanings of a Nike commercial of your choosing.

Include the title of the Nike commercial analyzed with its link to Youtube and summary describing your interpretation of the commercial's narrative.

Unpack how the commercial reproduces and/or resists traditional ideologies about two of these three social categories: ethnicity, gender and social class.

Generally, the question you're trying answer is: How does the commercial construct ethnicity, gender, and/or social class? Your analysis should offer a close reading of how the producer of the commercial constructed/framed your understanding of men and women, various racial and ethnic groups, and various social classes. Be sure to consider how the symbolism of such things as: the lighting, cultural codes, representational conventions, music, imagery, scenes in which the action is set, and camera angles and framings of shots subtly convey particular social ideas/messages about ethnicity, class, and/or gender in the commercial.

For analysis you should:

Watch the commercial at least 5 or 6 times.

Take notes on how the commercial has been constructed. Don't assume that certain shots had to 'naturally' be included in a commercial about a particular sport or featuring a particular athlete. Remember that the producer of the commercial began with a blank slate and decided to construct this particular story; this particular set of images and sounds. Consider the action being displayed in the commercial; the way in which the action is framed; who gets a voice and who does not; who is positioned in the center of the action and who is located in the margins; etc.

Make a list of the shots which make up the commercial and a list describing the people displayed in each of these
shots. Identify those people by their race, class, and gender and their names (if given). Explicitly marking their races, genders, and social classes will help you to 'see' these cultural aspects if they don't jump out at you at first.

Once you've made these lists, watch the commercial one more time. This time have the sheet detailing the cultural stereotypes of race, class, and gender right in front of you. Focus on people within the commercial and consider are represented relative to the cultural stereotypes. Do the commercial's representations reproduce and/or resist these stereotypes? Do the commercial's representations of race, class, and/or gender reproduce typical ways in which these social groups are portrayed in the media or do they offer you an alternative way of knowing this social group?

Consider the shot list you've made and how the various representations offered in the commercial either reproduce or resist the cultural stereotypes provided. Usually, media representations that reproduce stereotypes of various social groups are considered problematic because they don't allow viewers to recognize the full humanity of the stereotyped group. While representations that resist such stereotypes are usually considered more socially progressive because they enable people to see that social group in a fuller, more complex manner as humans.

So, your final paper should do 3 things: 1) Describe how your chosen Nike commercial constructed race, class, and gender, 2) Explain how those representations reproduced and/or resisted the stereotypes associated with those groups, and 3) Make an assessment of whether or not the commercial offers a more conservative or progressive social message based on the ways in which the commercial reproduces and/or resists cultural stereotypes.
## Rubric for on-line discussions

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<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Sufficient</th>
<th>Needs work</th>
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<tbody>
<tr>
<td><strong>Number &amp; timeliness of postings</strong></td>
<td>Participates at beginning of discussion period and participates throughout with at least the minimum number of postings</td>
<td>Responds during the discussion period and posts at least the minimum number of times</td>
<td>Responds only at the end of the discussion period and does not post the minimum number of times</td>
</tr>
<tr>
<td><strong>Application of course concepts</strong></td>
<td>Postings consistently incorporate course concepts; student applies what she/he is learning</td>
<td>Postings sometimes incorporate course concepts; student sometimes applies what she/he is learning</td>
<td>Postings do not relate to course content; student does not apply what on stereotypes.</td>
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<tr>
<td><strong>Facilitation of Interactive discussion</strong></td>
<td>Posts encourage and facilitate interaction among class members. Student responds in ways that makes connections and builds on others' ideas.</td>
<td>Posts respond to other members of the discussion, occasionally make connections and builds on others' ideas.</td>
<td>Posts rarely interact with or respond to other members of the discussion. Responds only to questions posed by the instructor.</td>
</tr>
<tr>
<td><strong>Risk taking</strong></td>
<td>Takes risks by sharing ideas and opinions, as well as what he/she does not know. Asks questions, responds to others, actively supports other learners.</td>
<td>Occasionally takes risks by sharing ideas and opinions, as well as what he/she does not know. Ask at least one question and responds to at least one reply.</td>
<td>Rarely takes risks, rarely shares ideas, opinions, or what he/she does not know. Does not question.</td>
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## General Rubric for written assignments

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<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>NEEDS WORK</th>
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<tr>
<td><strong>Personal experience</strong></td>
<td>Thoughtful, insightful, clearly explained; addresses multiple master statuses; uses a variety of vivid and original examples</td>
<td>The writer uses more than two or three clear, original examples for one master status or uses clear examples for more than one master status</td>
<td>The writer uses insufficient examples or examples are superficial or incomplete</td>
</tr>
<tr>
<td><strong>Theory, concepts</strong></td>
<td>Clearly explains theory, concepts in student's own words</td>
<td>Theory, concepts are explained by direct quotes from the text</td>
<td>Does not include explanation of theory, concepts</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Clearly and specifically explains how each of the examples given illustrates or relates to the theory, concept</td>
<td>The writer links theory, concepts to experiences generally or in one or two instances</td>
<td>Theory, concepts are not used to explain personal experience</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Conclusion explicitly demonstrates an understanding of social construction in the writer's own words</td>
<td>The writer relies on text or instructor examples rather than her/his own examples to explain the social construction of difference</td>
<td>The writer does not clearly explain how the examples given help to explain social construction of difference</td>
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