

# Kogod Council

AMERICAN  
UNIVERSITY @  
WASHINGTON, DC

*February 6, 2018*



AMERICAN UNIVERSITY  
WASHINGTON, DC



## “Vote Present” to Establish Quorum Count:

- All faculty in the room and those online must e-vote “Present” (by phone/tablet/laptop).
  - Tablet/laptop- Go to [pollev.com/kogodcouncil](https://pollev.com/kogodcouncil) and click ‘Present’
  - Phone - Text [kogodcouncil](https://www.kogodcouncil.com) to [22333](tel:22333) and then text the [letter A](#)
- The paper ballot option is reserved only for those faculty who hold a proxy for another member.
- Holders of a proxy must confirm and obtain a paper ballot from Prof. Elms or Prof. Clark.



# Approval of the Minutes of 12/05/17 Meeting



EPC Actions – *Prof. Nandini Lahiri, EPC Chair*





# EPC Items 01/25/18

F17-01 – F17-02



# EPC S18-01

## **ACTION**

Create New Graduate Certificate in Analytics.



# RATIONALE

- This certificate is designed to provide on-campus graduate students with a basic understanding of business analytics. The courses in this certificate program can be used by certificate students as a foundation block if they wish to pursue a degree in MS Analytics. The courses can also be used to fulfill course requirements in other graduate degrees such as the full time MBA.
- We believe that the certificate serves as a catalyst to enroll new students in the MS Analytics program. It also gives highly marketable, additional skills to our full time MBA students as well as to other graduate students on campus (e.g., SPA, CAS).
- The proposed certificate uses existing courses, faculty, and staff and will not require any new resources.

# Grad Cert in Analytics Action (S18-01)

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Voting is open. Please vote at [pollev.com/kogodcouncil](http://pollev.com/kogodcouncil)

If you vote with a phone, please text the corresponding letter to 22333

"A" - for the motion (you support creating the new Graduate Certificate in Analytics)

"B" - against the motion (you do not support creating the new Graduate Certificate in Analytics)

"C" - abstain

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# Good of the Order





# Faculty-led Inclusive Pedagogy Session

- Prof. Emily Lindsay (KSB)
- Prof. Kiho Kim (CAS)
- Prof. Scott Talan (SOC)
- Prof. Elizabeth Thompson (SIS)

# CREATING INCLUSIVE CLASSROOMS

Faculty Development Leadership Cohort

for Diversity & Inclusion (FDLC)

Spring 2018



# THE FDLC COHORT



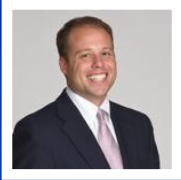
Traci Dennis



Emily Lindsay



Matthew Taylor



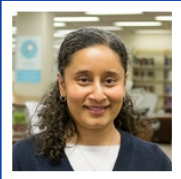
Jason Fabrikant



Mieke Meurs



Elizabeth Thompson



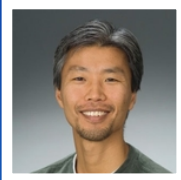
Nikhat Ghouse



Cynthia Miller-Idriss



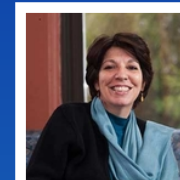
Salvador Vidal-Ortiz



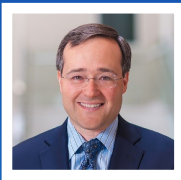
Kiho Kim



Liz Suhay



Rhonda Zaharna



Fernando Laguarda



Scott Talan



# WHY THIS SESSION?

- AU student body is increasingly diverse.
- However, the fact of diversity does not mean all students feel included or supported on campus and in the classroom.
- There's evidence that Black students in particular tend to feel less included and supported than other students.
- Disturbing bias incidents on campus, and in the U.S. more generally, negatively affect sense of safety and well-being of many marginalized and underrepresented students.

# DIVERSITY AT AU - FALL 2017

	UNDER-GRADUATE (%)	MASTER'S (%)	LAW SCHOOL (%)	PHD (%)	FACULTY* (%)
Asian American	7.2	5.4	7.4	4.4	7.9
Black/African Am.	7.1	16.1	8.1	4.7	5.1
Hispanic/Latino	13.6	9.5	16.3	5.2	4.7
International	7.9	8.1	8.4	26.1	5.1
White	56.7	43.4	48.4	47.8	76.8
Multiracial	4.5	3.2	4.4	1.6	0.1

\*Faculty % from Fall 2016

My courses present diverse perspectives where appropriate.

I feel included on campus.

B... 4...

B... 3...

6...

5...

W... 6...

W... 7...

I have at least one faculty member that I can go to if I need support.

The university is committed to combatting discrimination and bias?

B... 5...

B... 3...

6...

5...

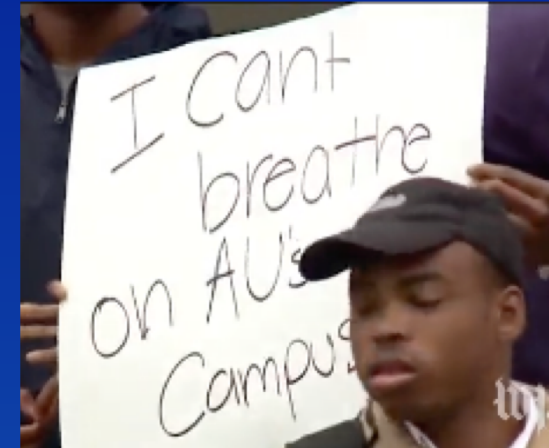
W... 6...

W... 5...

# HATE CRIMES ON THE RISE



**American University investigating after black student says banana was thrown at her**



**Anger and calls to action after racially charged incident at American University**

Students voiced their frustration during a town hall at American University after Confederate flag signs with cotton stalks stapled to them were posted around the campus.

September 27, 2017 | 8:08 PM EDT





# LEARNING OBJECTIVES

To enhance awareness of the impact of marginalization on students' classroom experiences

To increase knowledge of strategies to foster inclusive classrooms

For each participant to take away one new strategy to foster inclusion in one of their classes

# PROPOSED COMMUNITY GUIDELINES

Recognize we're all in process

Make room for all to engage and speak

Confidentiality

Lean into discomfort





# REFLECTION EXERCISE

Recall and reflect on an experience from your childhood or adolescence where you felt different from others.

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What feelings did you experience?

How did that experience affect you? Then? Now?

How, if at all, does this experience affect your teaching?

# STRATEGIES TO FOSTER INCLUSIVE TEACHING: 4 KEY AREAS

Course Content

Instructional Strategies

Assessment Strategies

Classroom Dynamics

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Course Content

Instructional Strategies

Assessment Strategies

Classroom Dynamics

Your Task:

Brainstorm strategies with  
your table group

Select ONE innovative  
strategy to share

# STRATEGIES FOR EFFECTIVE DIVERSITY DISCUSSIONS

- ✓ Acknowledge the moment, lean in; name elephant in room
- ✓ Use neutral, respectful, curious tone
- ✓ Encourage students to listen to each other – dialogue not debate
- ✓ Focus on ideas, not person – make it general (“Many people think this way”); don’t allow personal attacks
- ✓ Call a time-out; ask students to write down their reactions, then discuss in pairs
- ✓ Normalize conflict, normalize expression of emotions
- ✓ Connect to topic under discussion: What’s the broader issue? What might be learned? How is this a teachable moment?

# HOT MOMENT: CLASSROOM EXAMPLE A

During a class discussion, the instructor notices that when a Black student is talking passionately about the problem of mass incarceration of African Americans, a White student rolls their eyes and sighs audibly.

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What are important considerations in responding?

What might be an effective response? Role-play your response.

# HOT MOMENT: CLASSROOM EXAMPLE B

In a math class, a male student “jokes” out loud that “irrational numbers must be female”.

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What are important considerations in responding?

What might be an effective response? Role-play your response.

# HOT MOMENT: CLASSROOM EXAMPLE C

White supremacist flyers were found the day before, posted in several prominent places on AU's campus.  
The campus is in an uproar.

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What are important considerations in how/whether to address this?

What might you say at the beginning of the class? Role-play your response.

# HOT MOMENT: CLASSROOM EXAMPLE D

In a class discussion, Student A shares her positive experiences growing up with two lesbian mothers. Student B laughs nervously as Student A talks. Student A confronts Student B with “What are you laughing about?”

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What are important considerations in responding?

What might be an effective response? Role-play your response.



# WRAP-UP

Handouts!

Very, very brief evaluation

Thank you!