

Rollins College

Rollins Scholarship Online

Diversity Council

All College Committees and Initiatives

2-18-2020

Minutes, Diversity Council Meeting, Tuesday, February 18, 2020

Diversity Council

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Rollins Diversity Council Meeting Minutes

February 18th, 2020

In Attendance: Jade Taylor (Staf Co-Chair), Stephanie Kincaid (Faculty Co-Chair), Jen Herr (Accessibility Services), Miranda Jung (HR), Stephanie Gonzalez Guittar (Sociology), Sarah Laake (Title IX), Daniel Flick (Music), Megan Kohr (OISSS), Abby Hollern (CICI), Patricia Tome (language), Samantha Douguet (sciences), Teasa Mays (Admission)

1. January 2020 Minutes for review and approval
 - a. Approved
2. Announcements
 - a. Staff job search
 - i. Admissions – Doing a search for Associate Director for Diversity and Inclusion
 - b. Diversity Infusion Grants awarded
 - i. Awarded two applications
 1. Stephanie Gonzalez Guittar - STEM
 2. Joseph Hughes – Fluency Disorders
3. Disruptive Classroom Behavior Policy
 - a. Went through SGA as well.
 - b. Focus on the two issues we came up with in the last meeting. Refer back.
 - i. SL Does not agree that it needs to have a step by step to talk with other departments. Maybe it needs to be added to the code of conduct.
 - ii. Does this need to be a part of every syllabus for students?
 - iii. AH likes adding the department resources so that new professors know where to direct their questions potentially before putting the policy in place for some guidance.
 - iv. Maybe we add information to the “Syllabi Statement” online page through Rollins about this policy for faculty to add.
 - v. Where is this policy going to live?
 - vi. PT do we add specific examples of what these disruptive actions might look like? – brought up an example of a student with a documented disability about these actions, but that does not have a letter that explains how the student might act in class. Is this an example of when a professor

could put this policy in class? Unclear. This would be a good time to include Student and Family Care/Access Services to discuss the behavior to move toward an answer of whether to put this policy in place with the student.

- vii. AH/SL not sure about the use of the word “authority” right above “temporary removal from class” and how it might give too much power that might be abused.
- viii. AH how will this be discussed at the faculty retreat – will this be discussed in general?
- ix. SGG - Dr. B - this policy sounds like “used as needed”
- x. MJ – sees a lot of potential lawsuits. That students might turn something around and say what they did does not align with the policy.
- xi. SK - Does it need to be observed by the faculty, or can it just be a report to the faculty?
- xii. PT “classroom behavior” sounds like it needs to be in the class and it will be observed. Unclear. SK might be in small group or meeting outside of class about class...
- xiii. SL – good to be vague when it cannot be captured through other policies
- xiv. PT agrees with AH that it could be abused
- xv. AH can’t really mandate that someone leave an educational experience especially when it comes to mental health concerns
- xvi. AH between authority and temporary removal – resources for faculty/students
- xvii. Should it be part of the syllabus? – some professors have their own code of ethics.
- xviii. Can we track how this is going to be employed once this is put in place? To see how it’s being used. And whether it is being applied too much or in a way that might be inappropriate? Tied to academic warning? Who are they submitting this to when they do enact this policy? When it’s put in place should we have a notification sent through SFC or just students of concern/academic warning as well?
- xix. SD Should be read and reread – far from being complete.
- xx. PT What was done before this? SGG Talk to Dr. B, Tiffany so it could be documented.

- xxi. PT where is this coming from? CSR/Dr. B
- xxii. SL Is this a last resort? When does a professor decide to use this? Do they work with the student in class first? What level of disruption?

4. Task Force Reports

- a. Inclusive excellence
 - i. Gathered some data and still waiting for more to come in so they can look deeper into the results
- b. ERGs
 - i. Making strides. Meeting with leaders of the existing ERGs and finding consistencies in what different groups believe they need and what they think would help ERGs be successful. They're meeting and have a google doc to keep communication going while they aren't together.