

**Minutes of the Faculty Senate Meeting**  
**April 8, 2013**                      **McCormick Room**

**Faculty Senate Members Present:**

Nila Weise, Judith Kay, Elise Richman, Ann Putnam, Shirley Skeel, Mike Segawa, Ariela Tubert, Kris Bartanen, Alisa Kessel, Brian Ernst, Kathryn Ginsberg, Zaixin Hong, Brad Dillman (chair), Maria Sampen

**Guests:**

Amy Ryken and Czarina Ramsay

**Call to order:** Chair Dillman called the meeting to order at 4:04 pm.

**Announcements**

Brad Dillman reported that he will contact all committee chairs who have not yet scheduled dates to present year-end reports to the Faculty Senate.

Dillman also announced that there are two additional senate meetings currently scheduled (4/22 and 5/6). The Faculty Senate will also need to meet on May 13<sup>th</sup> in order to accommodate three-year end reports per meeting.

Kathryn Ginsberg reported that registration began and is working well for students. Tech services has been fielding questions and responding effectively to “quirks” that arise.

**Approval of the Minutes:**

M/S/P to accept the minutes from March 25 with minor revisions.

**Liaison updates**

The PSC continues to discuss a code amendment in relation to a research misconduct policy.

Mike Segawa announced that student life will soon finish work for the year.

Maria Sampen reported that UEC faculty research grants have been awarded and the committee is finalizing criteria for a faculty scholarship award.

## **Committee on Diversity Year-End Report**

Amy Ryken, Committee on Diversity chair, presented the committee's final report (see attachment).

The Committee on Diversity focused on three major charges:

- Arrange to have members of the Diversity Advisory Council (DAC) share climate survey findings with the full senate.
- Research whether and how peer and next step institutions integrate a diversity requirement in the curriculum.
- Make recommendations to the Senate or full faculty about integrating a diversity component into the curriculum.

Additionally, the committee has worked on a number of initiatives and endeavors.

CoD monitored the role of the Diversity liaison on hiring committees over the past two years and initiated a trans-gender health agenda.

CoD explored the implementation of a diversity requirement paying particular attention to drafting a stronger statement that articulates the requirement's purpose in a meaningful way.

Ryken wrote a Burlington Northern proposal for support of a work group that will meet over the summer to consider the language and frameworks that will inform a diversity requirement.

CoD looked at data regarding peer and next step institutions' procedures for implementing diversity requirements and found that they are "all over the map." There is no single way to approach integrating this requirement. The committee is recommending an overlay model that would integrate the diversity requirement, in large part, through existing courses from a wide range of departments.

Additionally, CoD reviewed every response submitted by departments as part of departmental reviews to see how they promote diversity, finding that most frame diversity in terms of the university's mission statement rather than providing more systemic frameworks. Departments point to range of approaches but mostly frame diversity in terms of single classes.

Judith Kay expressed gratitude for such a good, thorough report. Zaixin Hong, seconded Kay's acclamation, while also expressing his pleasure in working with Ryken in his roles as the CoD's faculty liaison and the diversity liaison on a recent art department search committee.

Alisa Kessel voiced concern that the diversity requirement's intended focus on issues of inequity might burden departments involved in the social sciences and suggested addressing this once the rubric is complete.

Ryken replied that an older document on departments' curricular engagement with diversity indicates that 188 classes address diversity in some way, adding that she doesn't want a sense of potential departmental burden to preempt discussion and assuring that the requirement can be framed in terms that do not narrowly pertain to the social sciences.

Kessel stated that in making the requirement more encompassing she fears that the requirement may be framed in terms that render it less critical and more "touchy feely." She commended the precision of a rubric that addresses how diversity issues engage with power relationships and capacities for oppression on multiple levels. Kessel then raised an additional concern about silence regarding sexual assault on campus, asking if it would be appropriate for the Faculty Senate to draft a charge to address this and/or if this issue is under the CoD's purview.

Ryken stated that a subgroup of the Diversity Advisory Council (DAC), is discussing sexual violence and assault on campus and looking closely at more general gender related issues.

Kessel more specifically noted the silence of faculty and staff on issues related to sexual violence on the Campus Climate survey.

Ryken responded that DAC is investigating the general silence regarding sexual violence and assault on campus and the lack of pertinent questions regarding such issues on the Campus Climate Survey adding that perhaps the CoD could discuss educational possibilities.

Nila Wiese expressed her surprise about silence regarding such issues as well, sharing that her understanding of this phenomenon has been informed through involvement in the Bias-Hate Education Response Team (BERT).

Ryken said she recognizes a communication gap in faculty and staff awareness.

Dillman returned the discussion to the diversity requirement and the issues of equity and power that it is meant to address, stating that in his department, International Political Economy (IPE) power, privilege, equity, and exclusion are concepts that pervade all IPE courses. That said, he inquired about the value that the diversity requirement might add to departments that already devote a lot of attention to issues and concepts that will inform the diversity requirement.

Kay suggested conceptualizing how the added requirement, if taught in different departments, could complement classes internal to departments like IPE.

Kris Bartanen offered that the overlay model, which would involve identifying current courses that fulfill the diversity requirement, may address Dillman's concerns.

Kessel asked how diversity itself is examined through the analysis of privilege, power, equity etc. How is diversity addressed in classes that cover such topics?

Dillman replied that it is important to define what we mean by diversity. For example, could the study of diverse cultures or foreign languages in courses inherent to our current curriculum cover the diversity requirement? We need to understand goals of the requirement.

Ryken explained that defining the diversity requirement's goals will be part of work laid out for the Burlington Northern work group this summer. She added that student leaders from the Diversity Center have also been involved in the discussion of diversity on campus. Student leaders have been asked, "how are you personally situated in this conversation." It is important to consider how the self is situated in a complex world—that form of contextualization has not yet explicitly been a part of the diversity requirement. Ryken went on to say that the power of dialogue makes such a difference to talk face to face provides a different and powerful form of communication that is different from writing a paper. We can further use the richness of our campus community to integrate lectures, discussions, etc. into curriculum, requiring attendance at talks—or in other ways integrate campus culture into diversity education.

Kessel added that it is important to think further about the value that conversation about diversity adds to classes and departments that already cover related topics.

Wiese stated that connecting notions of diversity to personal life helps in shaping individuals as citizens.

Kay said that in her experience, she has found that most students haven't discussed race and oppression on campus, adding that these are important topics that help individuals understand personal assumptions and promote positive forms of engagement in broader contexts. The purpose of Burlington Northern, she explained, is to think about making the diversity requirement meaningful and more challenging than a study of cultural competence. This will involve looking at issues in the United States and may also involve an international focus. There may be one requirement addressing cultural competence and one that is more personally positioned.

Kessel acknowledged that the discomfort such topics may elicit is a challenge but may be necessary in facilitating serious rather than simplistic discussion. She added that it's okay to feel uncomfortable and that it may be helpful to talk about that directly.

Kay offered that faculty who regularly address topics relating to race and oppression as well as other diversity related issues in their courses could help identify moments that may be uncomfortable. Furthermore, she expressed their desire to share their expertise.

Ryken commended the CoD on consistently engaging with important and challenging tensions regarding language and themes and expressed how important it is to have meaningful work. She went on to share her pride in the growth in discourse amongst committee members.

The Committee on Diversity's year-end report was unanimously received.

### **Anti-Graffiti Action Plan**

Brian Ernst introduced the anti-graffiti action plan, which will involve a poster campaign and video, "Day in the Life of a Desk."

Czarina Ramsay explained that graffiti in Wyatt promotes a sense of marginalization on campus because of nature of graffiti, stating, "doodles are not merely doodles" as some include "hate speech." BERT and the ASUPS Committee on Diversity have worked to provide language and rationale for expressing to students why graffiti can be harmful and they encourage faculty to communicate this message as well.

Wiese stated that facilities discussed the gradual replacement of desks and suggested that a change in the material of desktops might be helpful.

Ramsay replied that currently such an overhaul is cost prohibitive. The immediate intention is to see if this campaign might have a positive impact.

Dillman asked if there a material that is hard to write on.

Bartanen stated that Wyatt is the only space with wood rather than laminated desks.

Ramsay reported that graffiti is a pervasive problem, for example, recently a poster for transgender a film was defaced. She expressed the need to address this issue as a community, to talk about what sorts of messages such acts of vandalism send.

Kay shared that she has had students read the graffiti on desks to open up a forum for discussion, using the content as a "teachable moment."

Ariela Tubert suggested that posters in classrooms might send a good message and build awareness.

Ginsberg suggested communicating the cost of graffiti in relatable terms.

Bartanen stated that it will cost \$4,800 used to fix graffiti.

Kessel suggested breaking this cost down, spelling out the cost of each desk.

Ramsay asked if a page long summary of the purpose of the campaign should be sent to faculty. Would this be effective?

Wiese suggested providing faculty more specific wording on how to speak to students about issues surrounding graffiti in the classroom.

Ramsay replied that a draft of an announcement that faculty can use is on the horizon.

Dillman raised an issue that Priti Joshi addressed via email regarding the small, impractical size of desks. If the desks are replaced this should be considered as well.

Wiese asked if long term it might prove more efficient to gradually replace rather than sand the desks.

### **Initiative from Professional Development/Scholarship ad hoc committee**

Kessel, Richman, Tubert, and Lanctot compiled a list of suggestions for low and no cost ways to promote faculty scholarship and professional development on campus from a variety of sources. Some of the ideas are already being pursued; others are not yet and are open to discussion. She solicited ideas for next steps.

Sampen asked if course releases could complement grant proposals.

Bartanen replied that some grants have faculty release time integrated into the grant proposal.

Kessel asked if it would be appropriate to charge LMIS with exploring ideas for proper display of faculty scholarship.

Hong noted that display of faculty scholarship had been moved or possibly removed.

Wiese stated that second floor in the library is not visible enough for such displays.

Sampen said that the bookstore provides a nice permanent display of faculty publications. She suggested that the Sub could provide another visible, highly trafficked area to promote faculty scholarship to students.

Tubert agreed that it is a good idea to display work in space where students could look at faculty work.

Shirley Skeel mentioned a faculty scholarship book that is published annually that is probably used by the Office of Admission, stating that she uses it regularly.

Sampen mentioned a University of Michigan publication that devotes around ten pages to faculty scholarship, suggesting that we could be more proactive about self-promotion.

Ernst said he encounters faculty scholarship in classes when faculty assign their own work, an effective means of promoting scholarship.

Bartanen added that the updated website will provide more opportunities for blogs that point or link to faculty scholarship.

Kessel stated that cultivating communities of support such as writing groups and brown bag lunches are already in motion.

Dillman pointed out that clarity regarding tenure standards would need to be a charge.

Kessel observed that the person who made this recommendation said that s/he believed that standards were uneven across departments.

Tubert questioned the benefit of having a standardized set of criteria.

Kessel noted that the Dean's office holds an annual meeting with second year faculty to help them understand what to expect (e.g. in the letter the FAC sends upon review of the file).

Wiese stated that having the same standards across departments would be impossible.

Bartanen asked if the question regarding tenure standards involves the tenure review process itself or an understanding of the Faculty Evaluation Criteria and Procedures, which the PSC does not determine.

Kay suggested that we begin with a discussion of the nature of the perceived lack of clarity regarding the tenure process before crafting a charge, perhaps during a faculty club meeting.

Wiese agreed, stating that clarity regarding the review process versus establishing a common tenure standard are two separate issues.

Bartanen clarified that the PSC sent a charge for consistency in tenure standards back to the Senate because they do not determine common standards but rather approve departmental standards.

Kay raised a third issue, consistency in rigor across departments.

Wiese suggested that a Wednesday at 4 conversation could be a way to see what sorts of concerns faculty members have.

Kessel raised the issue of sabbatical office assignments, suggesting that this process could be coordinated to promote a sense of community during sabbaticals.

Dillman suggested that individuals could make a case for keeping office or working other on campus offices as part of the process of applying for sabbaticals.

Bartanen commented that Wyatt is full; some people share offices i.e. there are space limitations. She added that Sunil Kukreja is in charge of space, so it could be helpful to communicate with him about office needs for each year.

Alisa asked for a sense of clarification regarding how we ought to proceed with this issue. Should individuals ask on individual level rather than make a coordinated effort?

Kay replied that if we want to proceed in systematic way we should contact Kukreja.

Bartanen added that one underlying consideration is that faculty teaching need to have access to students and vice versa.

Wiese announced that the ballot is coming out tomorrow or Wednesday.

The meeting adjourned at 5:42 pm.

Respectfully Submitted,

Elise Richman