**FACULTY COUNCIL MEETING**

**Wednesday, November 13, 2019**

**3:30 - 5:00 pm**

**AS-384**

**Number of members present: 28**

1) Call to Order: 3:37PM

2) Approval of Agenda: Approved unanimously

3) Approval of Minutes from Oct. 9, 2019, meeting: Approved unanimously

4) Reports

a) Faculty Council Chair report:

*Chris Karadjov*: We appointed a committee a few meetings ago for the Thematic Initiative. We combined several of those initiatives and created a new proposal: *Awareness, Advocacy, Justice: Mobilizing Liberal Arts for Social Change*. This is a broad theme that can encompass many different initiatives: united against injustice, climate change, women’s rights, among others.

We need to vote now to approve this proposal and make a recommendation to the deans.

**Motion to approve the Thematic Initiative proposal: Approved unanimously**

**The FC makes a recommendation to the deans to use the topic of *Awareness, Advocacy, Justice: Mobilizing Liberal Arts for Social Change* for the next cycle of the Thematic Initiative.**

b) Dean’s report:

*Dean Wallace*: In the last cycle we also had great ideas for the Thematic Initiative. We are happy to approve this year’s proposal.

*Dean O’Connor*: We will have a general meeting where we will discuss the topic and create a steering committee. Last time the committee was composed by faculty in different ranks, staff. The committee met once a month or so. The role of this committee is essential in the distribution of these funds.

*DW*: New locks: I was reading the minutes and was reminded that around this time last month we were sheltered in place. I would like to share that the President announced that there is a budget of $1 million dollars to purchase shelter in place locks. This type of lock flips from the inside and it does not hinder people from leaving the classroom. It is not a perfect system, there is still the question of what happens once you lock the room. The price of the lock is $650, and the installation is $350 each. There are a thousand to install, which makes this an astronomically expensive project. The President listened to faculty and made the decision to change these locks. Some doors already have locks that can be locked from the inside (for example, suite offices in Sociology). There will need to be discussions at the department level to see which door locks they want to change.

Course catalogue and discussion paper [*this is linked to the College’s Beach 2030 projects*]: You all should have received the documents about the course catalogue and the discussion paper intended to invite faculty to comment on the diversity that appears in course titles and descriptions. There is also an Excel sheet that includes all CLA courses by axis of identity. I will be inviting shared identity groups to respond to the discussion paper or to the axis-specific summaries that accompany the discussion paper. These groups could be the same ones that gathered last semester or new groups. Each program received the document and the plan is that shared identity groups discussions could be an appendix to the discussion paper. There is diversity within categories in some cases, for example, Religious Studies may have subcategories of gender.

*Adam Kahn*: How is the dictionary generated?

*DW*: I started with course titles and built the database that allowed us to go into the descriptions and look for specific terms, for example, “Marxism.” A detailed explanation of the process is included in the methodology section of the paper.

*AK*: There are issues with some terms, for example, the term “intercultural” is not in the dictionary, it would not be in the catalogue.

*DW*: That is precisely why I am asking for feedback from programs and departments.

[*DW left the meeting*.]

*Craig Stone*: Announcement of event: 50th Anniversary of Ethnic Studies, Dr. Kelly Lytle Hernandez, a 2019 MacArthur Genius Award recipient, will give a talk titled, ‘A Nation of Immigrants? Forced Migration in the Making of the United States,’ on November 13, from 6PM to 8PM at The Pointe at the Walter Pyramid.

*CK*: Two upcoming elections:

I will be on sabbatical in the Spring semester, so we need to elect a chair for the FC. As of now, we have one nomination: Barbara LeMaster. If you want to nominate yourself, send me or Jeannette an email with a short blurb of why you would like to be FC chair.

We also need to elect a person for the Dean’s review committee. Barbara has nominated herself for this committee. Are there other nominations from the floor? [*No other nominations*.]

**Vote by acclamation: All in favor. Barbara LeMaster is elected to be on the Dean’s review committee.**

\**Note*: If Barbara becomes FC chair there will be a vacancy for vice-chair. We will need nominations for that position.

5) A) Academic Senate on GRs: Jessica Pandya, Neil Hultgren, and Mehrdad Aliasgari

[*They introduced themselves*.]

*Jessica Pandya*: The reason for our visit is that the Academic Senate is trying to visit all Faculty Councils. Communication between the Senate and the councils is difficult. We are here to answer questions about Graduation Requirement policy. This policy is under review, if you go now to the AS website you will see the version of the draft that we are working on since our last meeting. There are campus-specific GRs that students must complete in the areas of: Upper Division Writing Requirement, Human Diversity in the USA, and Global Competency. Currently, there are three options for programs to meet the GR:

1. with three courses
2. spread the content among four to eight courses
3. the content is spread throughout the program

The policy describes learning outcomes for all three areas. It seems like what we have now nobody likes completely, but everyone likes a little bit of it.

*Clorinda Donato*: If the 3 courses option is voted down, what will happen?

*JP*: We may end up with a policy with 3 options and the program will need to decide. It could be 4 or 5 courses.

*CD*: If the programs make the decision we could imagine, for example, Kinesiology could have a Human Diversity component in all their classes. That means the programs offering those classes will take a hit.

*JP*: You could substitute Nursing for Kinesiology. That department is oriented towards certification, and students have a Human Diversity component that is narrowly focused.

*Mehrdad Aliasgari*: GR has become pluralized. All of this is in part a result of the EO1100 mandate. GE by itself had become a big concern for high unit majors. Restructuring is not that easy when you have a mandate and then another one, you have to squeeze from every single direction. We are working on this because we understand that there are majors that feel that this is a matter of survival for them. But it is also a matter of survival for departments or programs. A lot of us have tried to work collaboratively and compromise, navigate this complicated situation, and work with departments’ concerns.

*CD*: I understand where you are coming from. My son got into his engineering program because of the “other courses” he had taken. What is frustrating in CLA is that we need to have a conversation about how departments will take a hit. I would rather prefer that we talked about that honestly, we need to discuss what is going to happen, what the reality of those departments will be. I understand accreditation issues. But I would like our college to have that discussion. Also, I understand the Provost when he said we need departments to work together. We are hindered from doing those things. It is going to bite us in the butt harder if we do not look at this the way we should.

*JP*: There are two possibilities: There is people, around a 20%, who do not want this at all. There is still a possibility for no GRs. We have not had the university say: “this is our vision.” If Ethnic Studies becomes a requirement, that would change. It would not be a Human Diversity requirement, it would be an Ethnic Studies class.

*Craig Stone*: San Diego State passed a bill with a requirement of Ethnic Studies. SD wrote their Ethnic Studies requirement to match the bill. What we are doing would be ridiculous to implement.

*Neil Hultgren*: A lot of the transfer students are not being held to GR, at least not on Human Diversity.

*AK*: Is the bulk of the opposition because of the GR requirement? How many parties are negotiating in good faith? Departments are vocal about having “too many units.” That would be the only real argument. I have not heard anyone say: diversity is not important. Why is the burden not “this is a high unit major”?

[*Several comments about how some faculty have indeed said that diversity is not a priority*.]

*JP*: The provost said no waivers.

*AK*: I am talking in terms of GR, based upon my experience reviewing a program right now.

*MA*: As a computing person, if a company says: “your students do not have those skills, I am not hiring them,” that is not good.

*AK*: That is not good, but I have not heard that argument.

*Cory Wright*: What are the ways in which GR policy will erode disciplinary expertise? The proposals for alternative courses are sometimes absurd and insulting. What effect will this have on the erosion of disciplinary expertise?

*NH*: With the third model, there are differences of opinion. One of the issues is how it would be assessed that courses are fulfilling expectations. Jody Cormack said she would like to have a group of experts assessing these courses offered in other areas in the departments. She called it an Institutional Assessment Committee.

*Barbara LeMaster*: We could invite managers of Engineering companies and ask them to present about the skills that candidates need to have. My husband is in that industry and in his experience folks who get hired need to have good speaking/communication skills. We are talking narrowly about curricula, but we also need to consider what happens when students go out in the world and do what they are hired to do. When you think about the skills, in any job it goes beyond the specific technical skills. Has there been a discussion around that?

*MA*: Our program requires writing skills; no one questions that. We require students to do a lot of writing as part of their projects. Also, communication skills are important. We have to make sure that students develop those skills in courses.

*JP*: Mehrdad is not here as a representative of his department, but of the AS. The answer is no, we have not had a larger conversation about this.

*NH*: I know those topics have been discussed in earlier conversations. The main way the conversation seems to be going is that there are concerns about accreditation.

*MA*: It is true the conversation has not been around that. We all believe in offering our students a well-rounded education. I push my faculty to think outside the box: Is there any other way that we can think about pedagogy beyond 2019? Someone proposed a retreat about faculty co-teaching. We need to develop a “modernized” way of education.

*CK*: Collaboration is essential. We actually have two Associate Deans in attendance here. I would ask them to advocate for that. I had an experience with co-teaching and it was one of the best I have had.

*AK*: What was the purpose of you coming today? It sounds like we are unanimously opposed to this as a College.

*JP*: We wanted to hear the concerns of faculty in the College.

*DOC*: These conversations have been had all over the College. We are not talking about 9 units, but about 6 units in 2 categories, Global Competency and Human Diversity. The CLA has already taken a hit: with the EO 1100 we lost a huge chunk of 35 units per student. Now we are fighting for small kernels. We need to have meaningful assessment in those two areas of Global Competency and Human Diversity. What is most disturbing to me is that I have been here for 25 years and still have not seen the administration pay faculty to do the meaningful assessment work that is necessary. I am pinning my naive hopes on the option of the three courses; we may lose the other two courses. Until we get administrative support, I remain hopeful but cautious.

**5) B) CLA Leadership Development Committee/Diversity in Leadership – Presentation by FPIC (Malcolm Finney) Time certain: 4:30 pm**

FC Chair introduced Malcolm Finney, Chair of the Faculty Center, and Deborah Thien, Interim Associate Dean

[*Malcolm distributed handout of “CLA Initiatives Regarding Leadership Development and Diversity.”*]

*Malcolm Finney*: I was contacted by CLA constituents about the possibility of developing a diversity in leadership program. There are particular challenges for underrepresented faculty, for example: the invisible workload. Maybe the College could find ways to recognize service that does not fall under typical RTP categories. A lot of institutions are trying to improve campus climate linked to minorities; some are creating mentoring programs in which senior faculty mentor junior faculty.

When we talk about diversity it could mean:

1) increasing diversity in leadership positions

2) increasing the sensibility of current leaders

Bradley Pan-Weisz, from Psychology, offered a great workshop on implicit bias. It is important to work with underrepresented faculty and show awareness of the challenges they face. We could create workshops, groups, and training for people who serve on search and screening committees. We need to understand that “high value” or “high quality” is not a universal thing. We tend to value what we see from ourselves in others, but it is essential to value the difference that people bring to an institution.

There could be workshops designed specifically for underrepresented faculty or for coaching faculty applying for positions. We could also have book clubs for diversity and leadership. Other institutions have consultants. From the handout: “The Clifton Strengths Finder: a global analytics and advice firm that claims to help leaders and organizations solve their most pressing problems. How to identify strengths in individuals seeking leadership positions.”

We ask for diversity statements for candidates to Tenure-Track positions, but I am not sure that is something we ask for when people apply for a leadership position.

There are four important resources in handout.

[*From handout:*

*Diversity’s Promise for Higher Education: Making it work* (2nd edition). (2015) Daryl G. Smith. Baltimore: The Johns Hopkins University Press.

*Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think and Do*. (2019) Jennifer L. Eberhardt. New York: Viking.

*Faculty Diversity: Removing the Barriers*. (2012) JoAnn Moody. New York: Routledge.

“Want a More Diverse Campus? Start at the Top.” Sarah Brown in *The Chronicle of Higher Education*, October 6th, 2019.]

*CS*: Sometimes it is a matter of who gets tapped to be in an interim position. There is a tendency to tap people in interim positions who then become the candidate of choice. It replicates itself. A lot of what you said would be ideal, but it just does not happen. If it replicates itself, it cannot fix itself.

*MF*: I agree. It is important that people in leadership positions who make the decisions are aware of their biases and address them. Administrators need to think outside the box when making decisions. Some positions may be offered to individuals who show “leadership,” but the ideas or conceptions of leadership may be different. It would be hard to try to change this culture only at college level. This should be an effort at university level.

*CK*: This conversation came up because of concerns that there is not enough representation of diverse faculty in leadership positions.

*Bradley Pan-Weisz*: It sounds like there is not a process for tapping people. This could be formalized, so someone’s idea of leadership does not become the only one. Maybe that is too obvious, but it is a simple solution to start thinking about this. If it is not a formalized process, bias can occur. There is not a definition of how it should happen in the books.

*Dean Thien*: Having recently been through it, I can say there is a process. Part of that process is coming to this body to present one’s ideas and proposals for the position.

*BLM*: Once somebody is tapped, even a body like this is reluctant to say “it is not a good idea to confirm that candidate.” We are respectful of the individuals. There will always be less evaluation when it is a recommendation from the Dean. It is a different process than looking at different resumes and making a decision.

*Gabriel Estrada*: Question: At the RTP level, what are the numbers of people from specific race or gender groups who do not get tenure or get a shorter reappointment? Do we have data?

*MF*: There is a high proportion of women of color who are in that situation. At Brad’s workshop we learned that we may get intuitive judgement if we do not look for specific requirements or skills. If the way we evaluate candidates is holistic, there is higher chance for bias.

*CK*: I would like to ask what the recommendation of this body in terms of the creation of a committee on diversity would be. We had talked about creating a committee after Misty.

*GE*: What is the committee?

*BLM*: We had discussed the creation of a group that would offer training to diverse faculty, mainly junior faculty. They would have the opportunity to attend workshops, attend committee meetings, meet with administrators, etc. The Dean suggested that the program could receive financial support in the form of a stipend for participants.

*MF*: For example, at Cal Poly enrolment in this type of workshop is restricted to underrepresented minorities.

*BLM*: We were wondering if we would do that or just have a certain number of spots reserved for underrepresented minorities.

*CK*: Up until now, the members of the committee are: Dean Thien, Dean O’Connor, and Malcolm Finney.

**6) Meeting adjourned: 5:03PM**

**Minutes taken and respectfully submitted by**

**Jeannette Acevedo Rivera, Faculty Council secretary.**

**These minutes are not official until approved.**