

Academic Assembly
October 15, 2018
2:05 – 3:35pm, STCN 130

MINUTES

Present: Felipe Anaya, Sarah Bee, Pat Buchsel, Terri Clark, Mark Cohan, Marc Cohen, Miles Coleman, Kelly Curtis, Leticia Guardiola-Sáenz (in Lieu of Marl Taylor), Arie Greenleaf, Ben Howe, Nalini Iyer, Kate Koppelman, Kathleen La Voy, Shane Martin, Ben Miller, Michael Ng, Russ Powell, Frank Shih, Gregory Silverman, AJ Stewart, Colette Taylor, Kirsten Thompson

- I.** Review 10-8-18 Minutes 2:05 – 2:07
- a. Vote to Approve 10-8-2018 minutes –Approved: 15
 - b. Vote- Opposed: 0
 - c. Vote-Abstention: 2
- II.** Vote on AcA appointed Core Executive Committee Rep 2:07 – 2:10
- a. Call out for AcA rep at Core Executive Committee- Anyone in the room wanting to be rep for this?
 - b. Ex Co rep currently sitting on AcA would be extremely helpful to the committee. Would give that person opportunity to have a vote on Executive Committee.
 - c. Inquiry as to amount of time that would be required of such a position.
 - d. Two to three meetings a quarter- usually a lunchtime meeting where one gets fed
 - e. There are a number of things that are going to be in front of Ex. Co. 1. New consideration of how module 3 is working in the quarter, from scheduling classes to what that module is, what its relationship is to module 1- Ex. Co is ready to consider that. Also, consideration of online or hybrid courses. Makes more sense for Ex. Co rep to be currently sitting on AcA.
 - f. Michael Ng volunteers
 - 1. Vote: -16
 - 2. Vote: Opposed
 - 3. Vote: Abstention (Michael Ng raises hand to laughter)
 - g. Will forward this list to current core director and he will pick an NTT rep
 - h. We vote on our slot; We don't really have a say on the NTT slot
- III.** Unpacking the AcA priority issue list result, Open discussion 2:10 – 3:00
(prioritize, set goal, on how to get there, set outcomes, etc.)
- i. Relatively on time, thank you for your 17 votes out of 21 – 77%
 - j. We'll work our way down the list and give some time for each.
 - k. We have one year to tackle some of these and set up an idea on what is successful to apply within this short time. Ideally we'll follow Marc Cohen (Business) outcomes.

RANK 1 ISSUE

- l. Rank 1: Faculty benefit package, salaries and benefits. Any comments?
- m. Someone had said something about a change to our retirement under the BAC that is entirely not true.
- n. I've tried to squash that already.
- o. Faculty benefits point and the one (equity, compensation, etc)below are pretty similar, can we combine them so that we only have one thing to deal with?
- p. Issue 3 is very similar in flavor with issue 1. Frank to cut and paste; to do editing later.
- q. Shane -Terrific list, agree that some of these might be able to go together, appreciate that we could be working from different parts to move these forward. The issues of these two coming together might be articulated as "faculty total compensation" -that would get at salary, benefits, childcare and housing part of total compensation package.
- r. Total outcome could be the equity survey itself, something concrete, to prioritize the benefit package, in terms of ranking priorities. We have heard back from Cabinet about childcare being of concern and could be financially more realizable
- s. Overlaps with advance grants project around tenure standards, and what we consider standards. We should be in serious conversation with that group , looking at cross purposes.
- t. Good to rank and see what people think is important but concerned about older population; I don't want to disenfranchise younger professors who have children. We need to weigh them in such a way that the younger professors have much different view of benefits package than the older professors do. We should design the survey to capture that.
- u. Do we know about the results of the market equity survey that was done several years ago, what steps we took?
- v. Some aspect where equity adjustments over four year time- around 2011. There is a brand new one that has started and concluded. We await to hear results of that. A new one has been done. In last year's minutes, HR came in and talked about doing that. That was done over summer and supposedly reported to Dean's council. I pose that as a question, as to whether or not would like head of HR to come in and advise us on that.
- w. (General comment raised in regards to the survey)
- x. We're talking about HR's new equity survey where they synthesize geographically. I think you're thinking of a survey within the university, surveying faculty, which is a different thing all together. Maybe we need to clarify what survey we're talking about
- y. Did you want to talk about outcomes now?
- z. Bigger salaries (Laughter)
- aa. To ask for bigger salaries needs to couple some discretion about revenue.
- bb. AcA participation in the Aspect of the Strategic Plan that addresses this question. I'm not sure what the outcome should be in addition to us being involved in the bigger process for us to answer it. We should get to see the

survey and next time we should be included in the design of it. Gonzaga being considered as a peer institution is not really helpful, because the cost of living there and the cost of living here is not the same. As a second point we should be involved before the thing starts. There is only one school we are competing with (in terms of cost of living and that's UW).

- cc. I respectfully disagree. University of Washington is an R1 institution.
- dd. I just mean in terms of costs of living.
- ee. What we should be comparing with are USF and Fordham.
- ff. Santa Clara, Loyola Marymount are relatively high cost of living.
- gg. Michelle told us at the last meeting or meeting before of how will HR would be conducting this survey. Perhaps we can ask for this to be forwarded to AcA? Some of those questions were asked by the BAC and there was a more thorough response.
- hh. I don't remember when we did this the last time if there was some internal – is there some way to survey faculty on what their salaries are and how they are spent? In Arts & Sciences we talked about the state of economic conditions and a lot of people volunteered information about X percent of my salary goes to this. That may be a lot to ask people, but beyond just looking at the salary...this depends on where you are living in the city; are you in the city; do you have children? These questions would be useful outcome to see where salaries go.
- ii. Market Equity Survey does look at - within a college if you are in a particular discipline there is a market value for that ; a certain percentage of that, 70/80% .We are not transparent about salary data on this campus and our Economic Survey in Arts & Sciences was the first time I've seen a certain degree of candor amongst our colleagues in regard to their lived experiences. I think it would be helpful to know what are the lived experiences of people across campus, on this university.
- jj. I certainly agree with that. I would be inclined to suggest that the two things decoupled because I don't see HR as handling another climate survey of the type that we are talking about. They are good at what they do, and we see that when the results come in, there is a process in place for adjustments. I don't want to mess that up. A different survey of the economic climate could get us the tools to say, we really need childcare, assistance for housing, etc.
- kk. I agree with that. In terms of your comment of where are people feeling the pinch and what would a different salary mean, that differs for everybody.
- ll. It's unclear to me. Are we better off providing childcare or parking subsidies. Would I be able to choose. Would I be fine with a lower salary if I now get to choose this benefit over that one?
- mm. Some of these things seem like they could be decoupled from the HR version i.e. childcare, parking compensation. These are issues that affect staff as well as students. What will these benefits do for tuition for example? How do we balance these things being that they are tuition-based. The Arts & Sciences Economic survey was mildly depressing, but in a useful way. What will this do for tuition being that our salaries are partially tuition-based? We all have similar issues and are feeling the pinch in similar ways.

- nn. Internal survey- survivorship bias because we have a decent amount of faculty who have left. We are talking about the people who have stayed. In a sense, they are people who are making ends meet with the salaries that they have.
- oo. Or even the fact of how they are able to make ends meet, that they have to sacrifice all this in order to do this.

RANK 2 ISSUE

- pp. Campus not safe for people of color and people of non-traditional gender- lack of procedural fairness and policy. This is a result of a cause that has not been clearly articulated, and I would like that to be articulated more.
- qq. I would like to see that be much more clear. We have had people come in from HR and an ombudsperson giving us data from over the years. It was pretty soft data, it wasn't much. So would like to see here is that being more specific. Where it's not to be a safe place. Do we know that?
- rr. Yes. Yes, we do.
- ss. How do we know that?
- tt. I live that every day. There are micro-aggressions and discriminatory experiences. I have been a professor over 25 years and start looking at this, just on the faculty side itself, it continues.
- uu. I'm talking about "it continues not to be a safe place." How do we determine that it continues not to be a safe place? If we are going to be building up these things with substance, we need to define some of the terms. I agree there is a problem. Our students in the Nursing program walk 8 blocks a day going up to one of the most dangerous places in the neighborhood; but they do have conversation over that. Want to have conversation to prevent some of the things that are happening. I think we need to have specifics.
- vv. They conducted study five years ago, where there was plenty of data about why students of color and students of non-traditional gender are feeling unsafe. We had incidents last year, several where students felt like they are unsafe. We have plenty of data about that and it is not about them feeling unsafe in the neighborhood, it's about them feeling included on campus. Last Natasha Martin gave a workshop about micro-aggressions between faculty and other faculty . Over 100 ppl were in that the session. We need to stop talking about collecting more data. We are losing students and faculty of color because we are not taking this more seriously.
- ww. On the student perspective, SUSS-State Undergraduate Student Survey which provided data that campus is unsafe and cold climate for these students; Students who fall outside of the binary don't feel like they have space, number of hoops to find roommates who will accept them; have to room alone. OMA, gender justice center. It would matter a lot to the students if white faculty and white students show up to those events. Muslim Student Association does an event every year on micro-aggressions and white supremacy. Being that this is a majority white room, we need to believe that the students and faculty of color/non-traditional gender that they are telling the truth. We don't need the data; we have the data.

- xx. I think the statement is overly narrow. It should apply generally to sexual minorities. Think of Spectator issue last year, it wasn't just trans-students it was LGBTQ students who were affected. Dean and I were meeting with students frantically. Students wanted to make a fight out of this. It clearly impacted our students.
- yy. Outcomes from last year, we should consider cluster hiring of faculty of color.
- zz. Universities have a practice of hiring, for example, four positions in Africana studies; that way you have a cohort that's mentoring to the community it serves.
- aaa. If any of you are doing research, you're going to look at numbers. Why can't we produce that data?
- bbb. Campus climate study will have that data.
- ccc. Given this call for data, I haven't seen the results of that survey.
- ddd. At the very least we can email the data out.
- eee. Useful conversation for this body to have around the word "safe." That term in terms of what the practices are. The call for data as supposed to experience and the experientially-lived reality of people of color non-traditional gender identity is part of how white supremacy works. I want us to resist that. We are beyond that place. It would be useful to focus on the procedural fairness element. Doing an audit of what those policies and procedures are and their implementation.
- fff. More diverse faculty would be great, cluster hiring would be a good thing. I am hesitant about bringing faculty into a hostile climate. I would really like faculty accountability for behavior.
- ggg. Last year Natasha Martin's office sponsored workshops on hiring. I've had the conversation with my Dean that If we're going to do hiring we need to follow up with university level training- ongoing training od student evaluations, campus climate, tenure stream track, etc. Ongoing training.
- hhh. Training on hiring, rank and tenure and training on chair.

RANK 3 ISSUE –Frank presents Rank 3 Issue. No takers. Assembly moves on to Rank 4.

RANK 4 ISSUE

- iii. Calling for faculty reps. Asked Bob Dullea to blank out his calendar for next week and coming to talk about processes and progress thus far. Would people enjoy that? Can put conversation off until then.
- jjj. Committee agrees.
- kkk. We want to be abreast of the process. AcA wants to be a part of the process of the strategic plan.
- lll. The old plan is on the website.
- mmm. Announced there will be 8 nominees and four reps. I would want to know about the report back procedures before proceeding with that.
- nnn. We could find a way for them to come back and have a conversation with us.

ooo. Shane- Bob Dullea's presence with you could be more substantive, the plan is not 100 percent finalized. Bob is going to present where we are at now. How does the AcA have ongoing need for input in the process; academic assembly should have input into the process. That should be negotiated with Bob Dullea as to how frequently you'd like that to occur.

RANK 5 ISSUE

ppp. Been on BAC committee for some years. Every year we hear the information is confidential. Why can't we bring some of this information back?

qqq. Understand need for confidentiality, but report back needs to involve conversation within this body. We need to setup regular spot on the agenda, to have that conversation. As a report back mechanism.

rrr. Discussion should be had, but Connie should be here to answer the questions that AcA is going to have.

sss. We could say you have a presentation and this is your allotted time. The rest of the time we have questions, etc.

ttt. Re. last round of budget cuts, one of my concerns is that there are programs that live on cross-listed faculty and small enrollment and are mission critical. i.e. Gender studies. Sometimes Relationship between mission and budget is problematic. Connie is not a fan of the mission/budget link. There will be more times that we have to think about mission of program. That the kind of thing that's missing for us as faculty.

uuu. My understanding is that Cabinet makes those final decisions.

vvv. I'm on the Student Dev committee. I spoke with Mary Petersen. Mary said you can share things, but the non-disclosure is there so that if there are certain things we don't want you to share, you can't do so. That raises the issue that we need to get some clarification. What are the parameters?

www. In regards to Budget and reviewing programs, need to take into account our program review process and how we are not aligned. We don't go back to it, or we don't get a report. Or we don't have good enrollment numbers because our data is not correct.

xxx. People coming to talk about programming in the beginning. Numbers tend to be a bit rosy. A few years in towards those numbers, we never hear about them.

yyy. I was in program review for some time. We were given specific instructions not to consider finances. Deep question connected with shared governance—Unclear. As faculty, are we to be involved in budget related decisions. If we are to be full partners in the decision of whether programs continue, there can't be secret data. Is that supposed to be within our space of shared governance? If so, we should have numbers.

zzz. Comment on confidentiality issue. Refuse to sign unless information is clarified. If we passively sign, there is no reason for them to adapt a more rigorous and precise framework.

- aaaa. Looking at AcA Bylaws- the Aca will represent faculty interests and areas which influence student learning including strategic planning budgets, organizations structures, etc.
- bbbb. If we really believe that, then there's no justification with any sort of secrecy with respect to budget.
- cccc. There's a connection between mission and budget and the strategic plan. Do we really follow through with that? There needs to be accountability afterwards otherwise it's a worthless exercise.
- dddd. AAUP has a statement on relationship between budget and shared governance which could be helpful. We are asked to make decisions about budgets, depending on the program, those have been shared conversations around how we are going to rank things. We are already doing that at a small level.
- eeee. We have voted on it as a faculty. I don't feel comfortable looking at NCS, or S&E, think it feasible to learn every discipline at the university and be well informed as to 'is this mission critical, is this well-formed', etc. Those decisions should stay within the college. I don't think as a university body we have the knowledge to make those cross program decisions.
- ffff. We are representative of all the colleges, so collectively we do play a role. We should explicitly pass a motion on NDA's. We need to be clearer as a university wide body about this.
- gggg. Agreements are already signed.
- hhhh. Student priorities are budget transparency – ridiculous to not know where our money is going. When programs students are in are cut that can be frustrating. Students too are very committed to budget transparency.

IV. Political Science program review

3:00 – 3:20

Rose Ernst, David Powers

- iiii. Greater access to budgets than before, within our power to demand progress in certain directions. There is a memo from last spring on program review which was forwarded to the body. There is an amendment raised by an AcA member. That's going to be the 1st motion on the year. This will be discussed today, and will be voted on the following meeting. Invite Poli Sci Chair Rose and Dean Powers to go over the program review.
- jjjj. Revisiting topic of regularly scheduled program review from Poli Sci, discussed in AcA several times last year. It's revisiting us.
- kkkk. David Powers – Proposal from the PRC that was up for a vote and two amendments put forward at the end of the year on particular points. PRC has a meeting, has questions, we respond to those questions, then those questions then come here. The process this time seems like there were some recommendations from the committee with a couple of amendments at the end. Clarifications I had on the overall PRC recommendation are exploring a joint approach to shared enrollment with Public Administration and International Studies. In my letter I wrote about a joint approach to exploring shared enrollment challenges. Not trying to infer that we should have a new

joint program. These programs have ebbs and flows in parallel ways. I'm not suggesting that three programs get together and make one.

- llll. Rose- After that came out, I had a conversation with Kevin Ward and was able to clarify some things about how our programs work together. International Studies and Political Science have close working relationship., They each submitted statements to me, which I can wither read aloud or submit to the minutes, affirming the fact that we are complementary programs, build on each other strengths.
- mmmm. David- In regards to the two proposed amendments. If you read the department's response to the outside reviewer, political theory is emphasized. The department went through the process of deciding what the recommendation should be. There were opportunities in to have input. That consideration was built into the process as it went through. Those conversations were held.
- nnnn. Rose- We spent time responding to external reviewers recommendations. All members of the department helped write the letter. I view this as an individual amendment made by a member of the AcA. I don't think anything in it contradicts anything we are already saying. I can talk more about methods if people want me to talk about methods.
- oooo. Is it part of our charge here to decide about these additional recommendations?
- pppp. Procedurally, next week we vote on the amendment that's attached to the recommendation of the PRC and then the amendment itself.
- qqqq. These are amendments to the memo to the provost from PRC.
- rrrr. Would you accept an amendment from a person who was fully involved in the process and had ample opportunity...
- ssss. Should we consider this the input and proceed next week to discuss the amendments?
- tttt. Is the department opposed to any of the amendments?
- uuuu. I thought that point was made very strongly in our response in the memo, that we feel Political Theory is a very important subfield and there should be position devoted to it. With No1 there's no problem. With No 2 I didn't understand No 2 because this is coming from one who believes in the scientific method. Our issue is not whether or not to offer methods. We have 65 credits and 6 TTF for 130 majors. 1 full time NTT faculty. Challenge is how to make a methods course a requirement because it won't enroll otherwise. That would be an additional class to add to the major. Would bring us to 70 and 75 credits. We are having ongoing conversation around this but we are onboard with having a course that we can all utilize independent of method.
- vvvv. Shouldn't the amendment say something more broadly about the empirical method?
- wwww. What would the department want us to do? I feel like I'm watching a family dispute. Whose side to take?
- xxxx. This individual fully participated in the process. We came to a collective decision. We went through that process as a family. This is an individual viewpoint, it does not reflect the process, as a department, we went through.

yyyy. David- That question is for the body to answer.

zzzz. My understanding is that if a Political science major wanted to take a quantitative methods class, that class is available.

aaaa. Rose-We have a requirement for them to take macroeconomics.

bbbbb. As a student, are you going to remove the macro requirement or add the number of credits required to graduate?

cccc. Rose-We toyed with the idea of eliminating it and we decided it was important for the students to have so have decided not to.

ddddd. David- If it were 70 instead of 65 that's a little bigger, but it's still not in the group of bigger majors. It's on the median line.

eeee. Will that make it difficult for people to double major and minor?

ffff. Rose- Yes, it will.

V. Consultation on TESOL program, per AcA1852
Shane Martin

3:20 – 3:35

ggggg. Shane- the work on this happened prior to my arrival. The set of recommendations was fascinating. Number of touchpoints ...program review committee and academic assembly itself. Recommendations were uneven. Shows when a process works how it can work. The recommendation you sent was strong. This signaled that there were great concerns. I asked a lot of questions; talked to the dean and the program director. The program expertise is in the room. There was something about the process which signaled discomfort and distrust to you. As I looked at it, I concur. There were problems with the way the proposal made its way up. It wasn't complete or clear, no issues on budget, etc. I wanted to consult with you before making a decision. My belief is that TESOL is a critical content area for SU. Why would we want to terminate this? We have the ability to build bridges for whom having access could be a benefit. A lot of it is financial. This program has been under-enrolled. What's the real problem here? The sense I have is that we need to put it on a hiatus and reimagine it in light of today's context and opportunities. Teach out plan close out program and leave it for identifying the next person who would reimagine/rethink that program. I'm inclined to look at suspension. Suspend it for a couple of years and redo it. Great opportunities for TESOL internationally. Before I decide that, I wanted to consult with you. As a group would you confirm if that's a good way to go? Do you have concerns about that?

hhhhh. What would happen by suspending the program?

iiii. Professor would continue. Indicated that he plans to retire. Would like to do a teach-out plan for students who are in the program now. Not cancel the plan on current students, ensure everyone would get to a degree. We won't take any new students in before we come back with a program for what a new TESOL would look like.

jjjj. Trying to honor two different sets of truths when it came to the facts. In the middle was faculty trying to figure out the process, what the true facts were. I'm encouraged to hear how you explain how you reached the decision.

Happy to hear of the program director's part in this. I like this idea. A sense going forward, my sense is that there is international reach we could make. kkkkk. Timely, because other problematic issues and structural changes that are currently occurring in the College of Ed. One of the things I was concerned about there are demands put on the faculty member that was the only one doing that work. We have the same problem in the College of Ed. One of our programs Adult Education in Training had a specialty in TESOL and had to put it on suspension. I am appreciative of this possible solution, but how do we then incorporate the ongoing changes in the College of Ed to make it more effective?

lllll. Do you have a sense of what a revitalized, more effective TESOL might look like?

mmmmm. Shane- TESOL has a reach of possibilities and options. Preparing leaders to teach domestically, internationally, or a hybrid of both. I also look at Collette's observation of how would TESOL integrate with other areas. Rather than just look at this as a stand-alone, could there be a shared set of courses. There are a number of opportunities to work out.

nnnnn. Is there a chance to use this as a kind of way to clarify the process that would be both college specific and university specific? What are the steps that need to be gone through in each one of these cases?

ooooo. This is an opportunity. Our program review process in general needs some clarity, in transparency and articulation. Talked to Kathleen and Terri about this, about trying to tighten it up and sharpen it. None of us want to have processes that aren't high quality.

ppppp. Was thinking process financial when we get financial implications from little programs like that. I think we need to cut Tiny Tim loose. Important to the big picture.

qqqqq. Shane- We need a holistic view in all of this. We have to take care of our faculty. I think this solution allows us to do that.

Meeting Adjourned.