

Drake University Faculty Senate Minutes

March 10, 2022

President Matthew Zwier called the regular meeting of the Faculty Senate to order at 3:30 pm, Wednesday, March 10, 2022. The following senators were present for all or part of the meeting: Rachel Allen-McHugh, Eric Barnum, Hope Bibens, Michelle Bottenberg, Megan Brown, Debra DeLaet, Catherine Gillespie, Anisa Hansen, Matthew Hayden, Sandy Henry, Denise Hill, Chris Kliethermes, Kevin Lam, Erik Maki, Joan McAlister, Charlie Nelson, Jimmy Senteza, Priya Shenoy, Carol Spaulding-Kruse, Jill VanWyke, Neil Ward, Greg Wolf, and Shelley Fairbairn.

The consent agenda was approved on a voice vote, motion by Megan Brown, seconded by Sandy Henry. There were three items on the consent agenda:

- February 16, 2002, minutes
- Motion 22-10: Approval of 2025-2026 academic calendar.
- Motion 22-11: Confirmation of the 2023-24 academic calendar.

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President Martin’s report

- Campaign response continues to be positive, with \$125 million in documented gifts, and more in verbal commitments.
- Our response to current events: The racist event on campus, the news of the war in Ukraine, and the East High School shooting are just over whelming for us all. It’s important to remember that there is hardly any better place to have a positive impact than to be involved in education, where we are commitment to truth, knowledge, and creating a just world. What we do is essential. Take heart and take inspiration. We need care and compassion extended to each other to make doing this work successful. We can continue to model care and compassion to our students.

Provost Mattison’s report

- Question from Faculty: What was the origin and intent of the academic program change process recently announced, and why was Faculty Senate not consulted? Response: It is a process, not a policy. There was a 40 page process, so the goal was to make the process easier to manage and clearer. All the parts in the process were previously done – but via

email chains and meetings. This process provides a common set of information and a common process.

- J-Term overload: We will not make a change to anything for 2023.
- Held the last of 7 listening sessions this week. Thanks to all who attended. Learned a lot about what we can do better. We will be pulling notes together into a plan to share with everyone. We have a long way to go, and it won't happen overnight. It will take everyone. Change is not only for our students, but for our colleagues as well.
 - **Question:** In pulling together the notes, who is "we"? Response: Those who were involved in the listening sessions: Associate Provost for Equity & Inclusion Jennifer Harvey, Chief Student Affairs Officer Jerry Parker, Director of Equity & Inclusion Jazlin Coley-Smith, Rudy Trejo, Dean of Students Hannah Clayborne, President Martin, and Bright College Dean Craig Owens. Certainly if Faculty Senate Exec wants to be a part, we are happy to include you as well.
 - From Denise Hill in chat: Would encourage collaborating with the Equity Partnership on this too!

President Zwier's Report

- All of us are being touched in different ways by current events. In discussion we need to be mindful of the diversity of the ongoing traumas and challenges we are facing, and that one is not minimized in respect to others.
- What are the meaningful actions Faculty Senate can take at this time? Be open, honest, and mindful of our own limitations and our own expertise. Be bold in sharing knowledge.
- Report from Student Senate: Amber Guzzo
 - Common themes/emotions from students: frustrations, anger, exhaustion
 - The recent racist incident has created trauma and pain for students, particularly Black students
 - Students want to see more proactive measures than reactive
 - We want you to do everything within your power to use education as a force for good
 - We want to see decolonization of every aspect of the curriculum
 - We want all voices heard in and outside of the classroom
 - In response to the recent racist incident a faculty member asked Black students in class for their reaction, expecting these students to be emotionally vulnerable and to educate the white students. This is not right.
 - We have a lot of work to do.
 - This is not a call to action for any one in particular; it is a call to action for all.

Unfinished business: None known

New business

[Discussion of recent racist incident on campus.](#)

Motion by Debra DeLaet, seconded by Jill VanWyke, to suspend Robert's Rules of Order for the discussion. Approved on a voice vote.

- Deb DeLaet - Equity & Inclusion Designated Course: We set out to create a new AOI category around equity and inclusion, but ran into obstacles in Faculty Senate. The designated courses was a solution we were able to get consensus around. Rather than thinking about it as an “asterisk” we must think of them as central.
 - Students aren’t limited to one of these designated courses. They may take one in each of their AOI areas. It has been recommended that there be a certificate for those completing three of their AOIs with the equity & inclusion designated classes. Can we move on this? What is our way to move forward with such a certificate?
 - There has not been any movement on this.
 - It’s with Senate’s purview to approve this certificate, but it isn’t exclusively a Senate role. Who will take hold of this? Could it be pursued on two fronts at once?
 - So far UCC has only received 4 applications for the equity and inclusion designated courses.
 - These can be courses in general education, as well as majors and minors. It could be a core part of a major. They do not need to be limited to AOI courses.
 - Reach out to Jenny Tran-Johnson. She can help you determine what it takes to be considered a certificate. It just needs one person to take responsibility for it, and it’s not a lengthy process.
 - It is very much Senate’s business to discuss how to create an exceptional learning environment.
 - From Amber Guzzo in chat: ... across all curriculum I believe is important to student senators so that all students are educated on Equity, and Inclusion.

- Shelley Fairbairn - Syllabus statement: Make clear our stance on remarks or hate speech.
 - From Joan McAlister in chat: There is a sample syllabus statement available for faculty. I think it was authored by the Associate Provost for Campus Equity and Inclusion
 - CPHS has a statement that was approved by faculty.
 - https://www.drake.edu/media/universitypolicies/administrationoperations/Nondiscrimination_Statement_012218.pdf
 - <https://www.drake.edu/artsci/about/diversityandinclusion/>
 - [https://www.drake.edu/media/universitypolicies/humanresources/non-discrimination-and-discriminatory-harassment-policy-\(non-sex-based\).pdf](https://www.drake.edu/media/universitypolicies/humanresources/non-discrimination-and-discriminatory-harassment-policy-(non-sex-based).pdf)

- Denise Hill – Have the conversation with students, and set ground rules. I’ve had students state “It’s not my job to educate everyone about racism.” We’ve also talked about hidden labor. If we create a safe space for these conversations, it will contribute to understanding. There are questions: In every class? As it comes up? In a way that it’s not putting a burden on students of color. Also, as we map our courses, I hope commitment to equity and inclusion are apparent within those maps. It’s a natural way to keep us accountable.

- Megan Brown - Acknowledge places where faculty and students are doing good work and we can build on those.
 - Jimmy Senteza’s work on the Nelson Student Research Symposium – in particular two presentations:

- Morgan Coleman – Black America and Islam
 - Abena Sankofa Imhotep, Bright College – Black Non-Compliance
 - This is an area of continuous improvement that we must always be mindful of. We don't want to diminish progress as we seek to keep improving.
 - Humility: knowing where we are, both good and bad. Very important perspective
 - Using self-assessments like CQ, Project Implicit can be a great way for each of use to know where we are at individually.
 - Shout out to Shelley Fairbairn for her work with the BLM@Drake conversations
- Shelley Fairbairn – Decolonizing the curriculum: SOE will have a 3-hour workshop on decolonizing the curriculum and establishing Communities of Practice. This can have a lasting and ongoing impact.
 - Training to lead difficult conversations – work is moving forward.
 - Melissa Sturm-Smith: *New Landscape for Student Well Being*.
 - Discussion in SOE could be a model we could adopt University wide.
 - This was discussed in the Deans meeting this morning. Ryan Wise talked about decolonizing the curriculum and communities of practice. Law School has a program for Law faculty. The intent is to share these models campus-wide.
- Kevin Lam – This is a hard conversation: There are a bunch of things in my head, and I'll try to lay it out in a way that makes sense for others. Decolonizing the curriculum - we need to take seriously what that means, with respect to implications and consequences of that work. It is a colonial institution we are working in – higher ed has always been colonial. When I come on campus, I tense up. It's an accumulation of stress and trauma. This is labor we are doing. It is hard.
 - Debra DeLaet: I'm sorry you carry that weight and distress.
 - This is labor – decolonizing the curriculum is hard work. Each school or college has Faculty Development Money. Might we tailor that money towards decolonizing the curriculum.
 - There is fear about these conversations with students and with each other and not being equipped. Faculty Development Workshops – faculty get paid for this work. To learn about the histories of their disciplines.
 - Before we can do this work with students, we have to do this work ourselves.
 - Matt Zwier as faculty: In sciences we're always in a bind, for the sheer amount of material we have to get through. The history of science has always been part of our curriculum. Understanding that complete history is a challenge, but it is being actively addressed in our field. There are always symposia addressing these issues. You don't have to look very hard to find a conference in your field that will talk about this.
- Jimmy Senteza – Will students think our efforts satisfactory?
 - We are trying to develop formal ways to approach the issue, with guidelines and statements. They are useful.
 - There is a softer side to this question, that may be more critical. Students want

- to know where your heart is. When you connect with them, they know you care. They feel protected. Can you set up guidelines so that they feel they are protected enough by this community? People need to feel comfortable, that the community has our back.
- Faculty are critical in how they impact students. We have the most vital role to play. It's easy to not do anything – that is privilege. We need to be forthright and committed enough to struggle with that devil, to the point it's obvious to our students that we care.
 - Requires individual initiative – do things with your own strengths.
 - In a relationship there are rules, but also in a relationship you do what it takes.
- Neil Ward – Nelson Institute offers a Facilitating Intercultural Learning program. Highly recommend it! It will impact your view on diversity, equity and inclusion.
 - Megan Brown – We can't let “Drake Busy” keep us from following up on these things. These are high priorities. Being proactive.
 - Matt Zwier - How do we keep this on our table? We decide to keep it on our table. I encourage all of us to take this very seriously. We have enormous protection and support to do so. We need to use it.

Robert's Rules of Order were reinstated and the meeting was adjourned.

Zoom Chat:

15:48:15 From Denise Hill to Everyone:

Would encourage collaborating with the Equity Partnership on this too!

15:58:37 From Megan Brown to Everyone:

Thanks to you and your colleagues on Student Senate, Amber

15:58:50 From Kevin Lam to Everyone:

Thank you, Amber.

15:59:09 From Sue Mattison to Everyone:

Great message, Amber - thank you

16:02:14 From Joan McAlister to Everyone:

Thank you, Amber.

16:04:25 From Shelley Fairbairn to Everyone:

Thanks for voicing something that stood out to me at the meeting last week, too.

16:04:28 From Megan Brown to Everyone:

Thanks, Deb—my sentiments exactly, and a much needed reminder about the recommendations the group made for future development

16:05:35 From Joan McAlister to Everyone:

Thanks, Deb. I appreciate your years of work to get coverage of these urgent issues in our curriculum.

16:06:26 From Megan Brown to Everyone:

I hope that Senators will encourage faculty in their departments to submit relevant courses for the DEI designation

16:07:52 From Debra DeLaet to Everyone:

Who created and runs the Engaged Citizen Corps? Can we follow that model?

16:09:13 From Joan McAlister to Everyone:

Thanks for that update on numbers.

16:09:35 From Megan Brown to Everyone:

Thanks for amplifying—I think the announcement was in On Campus and not everyone reads it (or reads it carefully)

16:09:38 From Carrie Dunham-LaGree to Everyone:

https://drake.qualtrics.com/jfe/form/SV_8dddrL06ABOHsmG

16:13:12 From Amber Guzzo (She/hers) to Everyone:

To answer president Zwier, across all curriculum I believe is important to student senators so that all students are educated on Equity, and inclusion.

16:14:49 From Joan McAlister to Everyone:

There is a sample syllabus statement available for faculty. I think it was authored by the Associate Provost for Campus Equity and Inclusion.

16:17:13 From Matthew Zwier to Everyone:

Thanks, Erik!

16:17:14 From Anisa Hansen to Everyone:

Thank you Erik!

16:17:50 From Shelley Fairbairn to Everyone:

https://www.drake.edu/media/universitypolicies/administrationoperations/Nondiscrimination_Statement_012218.pdf

16:18:59 From Joan McAlister to Everyone:

<https://www.drake.edu/artsci/about/diversityandinclusion/>

16:19:45 From Shelley Fairbairn to Everyone:

[https://www.drake.edu/media/universitypolicies/humanresources/non-discrimination-and-discriminatory-harassment-policy-\(non-sex-based\).pdf](https://www.drake.edu/media/universitypolicies/humanresources/non-discrimination-and-discriminatory-harassment-policy-(non-sex-based).pdf)

16:24:04 From Jimmy Senteza to Everyone:

Thank you Megan!

16:25:10 From Denise Hill to Everyone:

Great point Megan. This is an area of continuous improvement that we must always be mindful of, establish a cultural throughout all aspects of the Drake community. We don't want to diminish all of the progress as we seek to keep improving!

16:27:11 From Denise Hill to Everyone:

Using self-assessments like CQ, Project Implicit can be a great way for each of use to know where we are at individually.

16:30:46 From Shelley Fairbairn to Everyone:

With thanks to Melissa Sturm-Smith, this is a very interesting document that speaks to the need to focus on inclusive practices at Drake: The New Landscape for Student Well-Being: How Prioritizing Safety, Health and Inclusion Improves Student Success

16:31:22 From Shelley Fairbairn to Everyone:

Let's try this: https://vector-solutions.my.salesforce.com/sfc/p/?__hstc=108400413.12d75f495a67946f097f8635a9849d73.1646651447967.1646651447967.1646651447967.1&__hssc=108400413.1.1646651447967&__hsfp=2752230849&submissionGuid=3689004e-eb8f-43e5-a1f0-1565d5d6c844#41000000dzt8/a/4N00000254Vp/y_enEeWbn0tcz1AywNRpK2lOhr2Ju7igFz0gqM.Hio4

16:31:35 From Denise Hill to Everyone:

Dr. Eric Howard who works for the state of Iowa is an exceptional resource person, guest speaker, Advisory

Committee member <https://podcasts.apple.com/us/podcast/the-impacts-of-implicit->

[bias/id1536765198?i=1000528143410](https://cityclubofeugene.org/forum/implicit-bias-in-the-schools-in-the-courts-and-in-society/)

16:32:41 From Denise Hill to Everyone:

Here is another example of Dr. Howard's work. <https://cityclubofeugene.org/forum/implicit-bias-in-the-schools-in-the-courts-and-in-society/>

16:33:18 From Joan McAlister to Everyone:

Excellent points, Kevin. Thanks for this perspective.

16:40:59 From Sue Mattison to Everyone:

<https://www.insidehighered.com/advice/2021/10/29/ensuring-equity-justice-when-teaching-quantitative-methods-opinion>

16:41:41 From Joan McAlister to Everyone:

I found the Facilitating Intercultural Learning program sponsored by the Nelson Institute transformative. I will be working through what I learned there for years.

16:42:03 From Neil Ward to Everyone:

^YES

16:42:45 From Denise Hill to Everyone:

It is essential to take a wholistic approach that addresses these issues among students/faculty/staff at the individual/personal, professional, micro (class, club), macro (Drake, Des Moines Community) and policy (societal) level.

16:45:56 From Charles Nelson to Everyone:

Right on

16:52:10 From Shelley Fairbairn to Everyone:

Thank you, Jimmy.

16:52:16 From Joan McAlister to Everyone:

Thanks for all that you do, Jimmy.

16:52:21 From Kevin Lam to Everyone:

Not "an-add" approach, but a paradigmatic shift in our thinking; I grapple with the tension between the need for answer, but to recognize that this work is unfinished and that we are unfinished

16:52:52 From Megan Brown to Everyone:

^Yes

16:53:02 From Joan McAlister to Everyone:

YES^

16:53:47 From Sue Mattison to Everyone:

"Building a community of allies, antiracism - there are things that you do because of the rules, and things that you do because they matter to you." -- Jimmy Senteza

16:54:40 From Joan McAlister to Everyone:

How can we keep these issues and actions on the Senate agenda?

16:57:13 From Joan McAlister to Everyone:

That program was a life-changing experience. I did not expect to learn more about myself either. It changed my pedagogy...and my perspective.

16:58:15 From Joan McAlister to Everyone:

Thanks, Neil.

16:58:20 From Denise Hill to Everyone:

As they say "First know theyself"