

President Renee Cramer called the regular meeting of the 2018-2019 Faculty Senate to order at 3:30 p.m. The following senators were present for all or part of the meeting: Dan Alexander, Godfried Asante, Robyn Cooper, Carrie Dunham-LaGree, Bengu Erguner-Tekinalp, Bruce Gilbert, Terri Koch, Maura Lyons, Erik Maki, Jennifer McCrickerd, Chip Miller, Elizabeth Robertson, Nicholas Roth, Lou Ann Simpson, Heidi Sleister, Ron Torry, Jill Van Wyke, Mark Vitha, Melissa Weresh, Cris Wildermuth, Craige Wrenn; and David Courard-Hauri.

Absent: Jerry Honts

Once roll call was taken, President Cramer shared the intent to shift the agenda and suspend the rules for about an hour. She indicated that those slated to give reports or offer motions had agreed to the change which would give time for conversation concerning recent campus events and space for listening. The procedural motion to suspend the rules was offered, seconded and passed unanimously.

President Cramer stated that she is grateful for the work being done and what she heard from students at today's rally asking us to Do Better. She asked all present to take a moment to reflect on the fact that Drake students feel we have let them down. After a few moments, she continued that this is a place for a faculty conversation about what can be done now. And asked the question: "How can we be responsive to our students?"

Senator Sleister asked what can be communicated concerning what Drake has done as that is not widely known. Senator Asante agreed that is a place to start by talking about the positive steps from the past decade. Senator Erguner-Tekinalp stated she had wondered about it when she first came and knows there has been a positive investment. Senator Gilbert listed the creation of the Crew Scholars program which was started by faculty, students and staff working together and it was vetted by Faculty Senate. Provost Mattison offered a list of items which Associate Provost for Campus Equity & Inclusion Erin Lain compiled on short notice and the Provost has added some items. A more comprehensive list is expected to be communicated to campus. A of the announced items:

- Climate Survey which produced three significant items: the Equity & Inclusion Associate Provost position, upgrades to the Multi-Cultural Houses and recruiting initiatives.
- Bulldog Foundations courses
- Intercultural Development Inventory has been taken by any person who reports directly to the President or reports directly to the Provost.
- In conjunction with the Des Moines Public School District, created the Core Program
- Ongoing initiatives includes working with Admission to stress what Drake has to offer

Secretary's Note: the compiled list is included at the end of these minutes and posted on the Faculty Senate website.

President Martin indicated that by the end of the semester a communication to the campus would be put together indicating where Drake is at and what plans are yet to be executed. Ms. Lain stated there has been rhetoric about "holding the administration" accountable and indicated faculty need to hold themselves accountable, too. She stated "I cannot move faculty forward by myself." Senator Erguner-Tekinalp stated she did not want to have memorized responses as the need is to use these events to talk about how to be more intentional in our actions.

President Cramer asked students in attendance "How is it going in your classes?" *Secretary's Note: Throughout the remainder of the meeting, several of the students present at the meeting spoke. The students included: Marisela Aguilar, Stacey Berry, Taylor Bickham, Jose Garcia-Fuerte, Courtney Guein, Runal Patel, and Madyson Sklar.* Marisela stated one of her professors did not comment on recent events, and that sent a message to me that the person did not care. Another professor had acknowledged that it is happening and the professor would not let it happen in their space. Runal shared he had a professor who had tried to talk about it but did not seem to know how-to-talk about such a subject. Runal referred to the Equity Partners in each Unit and he urged the faculty reach out to their Equity Partners. He continued by challenging faculty to educate themselves and learn.

The statement was made that students come to Drake to learn and it is faculty who make the learning experience. And if something goes sideways in the class; then it is even harder to learn. Students of color are often the only one in the classroom and we are here to learn and do what we can but we are not here to teach the faculty. Courtney stated that she is accustomed to being uncomfortable as the only person of color being in white society from growing up military,

current serving in the military and now has to feel uncomfortable while at her University. Feeling uncomfortable is a growing experience. When there are campus events, one can tell by the music who it is welcome at the event. She challenged the faculty to become uncomfortable and learn.

Madysen stated that when faculty need to talk about a black reference within the classroom subject, do not just look at the black person in the room for a response. The discussion moved to the use of the n-word in the classroom. How can Drake move forward and have faculty understand to not use, verbally, the word even those it may be in at text or within a historical reference. The students emphasized it is not just *not liking the word*, it is that when it comes out of a white person's mouth it is very hard to understand. Just do not use the word. Senator Robertson offered it is a complicated issue and she understands it is a sensitive word. Her department, English, has had conversations about it and there are reasons to deal with texts where it is used. She acknowledged that reading about it, seeing it in writing is very different than hearing it. She stated she does not think it right to say the n-word in the classroom. She continued with stating there are texts which are hard for women to read. The student replied that she understood this is a historic word, but similar to saying Voldermort, he-that-shall-not-be-named, simply do not say it.

Concerning curriculum, Ms. Lain indicated that she, with Associate Provost Art Sanders are looking at texts and curriculum. Ms. Lain suggested that through Faculty Senate there could be more participants in their pilot effort. Ms. Lain offered as an example the decolonizing of the curriculum within institutions she visited in South Africa. Associate Provost Art Sanders stated that for faculty who would like to learn more about creating a more inclusive environment, look for an invitation to a February workshop. He hoped there would be individuals attending who have not previously attended.

Senator Van Wyke asked the students if they feel they can tell someone if something happens. The reply was yes, there are professors and staff that we might can to about an incident, yet these are the persons who do not need to hear from us again and again. The students continued that the question becomes does that professor or staff have the ability and freedom to speak to the offending professor. Ms. Lain stated that there is a process, when we heard a complaint. The process includes the Dean, Ms. Lain or the Provost having a conversation with that individual. The point was made that "rest assured the person does hear about the complaint".

Senator McCrickerd thanked the students who had come to Senate and took the time to, "one more time, instruct white folks". She recognized the general graciousness given to faculty this afternoon when we are part of the mistake. She continued by stating that for many faculty who teach, they do so because of the love of the field or discipline. There are few faculty who come to the classroom to teach a discipline and teach the people. She offered that as an explanation not a justification. A need is for faculty to acknowledge students as the people they are and not just recipients of the particular discipline which that faculty person loves. This will be a shift in the definition for faculty and ask them to be more prepared beyond a discipline in the classroom. Ms. Guein acknowledged that within the disciplines there are racists and there are those who taught the discipline from the perspective of a privileged background. Senator Asante stated there is expertise in the room and it needs to be tapped. He stated, we all have been trained to look at issues critically and we need to get into our classes the inclusion which is in society.

President Martin stated he wanted to share what he had heard in the past few days. That was that Drake faculty and administration needs to see the persons in front of us, without presumptions and without making assumptions. Tony Tyler, Director of Student Engagement Equity & Inclusion, shared that the last few days have been filled with grief and trauma. It is heavy and deep and words are inadequate and we bring shame on ourselves by inaction. There is need to change the curriculum so that white students are taught. He continued that research shows it will take a two course minimum and training needs to be required of staff and faculty. He challenged Faculty Senate to take those things seriously. Several students indicated they were tired of having discussions about what to do and also that their demands are not vague.

President Cramer acknowledged that her discipline lends itself to tapping into inclusive material language yet she did not know how easy that would or would not be for all departments. Senator Alexander offered that perhaps each Senate meeting agenda should include how Senate can specially proceed. He continued that he has spent today's meeting listening and thinking about what he can do within his courses. He believed this time has been helpful for him. Senator McCrickerd agreed that Senate needs to talk about how diversity can be built into the Drake Curriculum, whether it is a Diversity AOI or not, she was not affirming that solution. Several senators and students spoke about the inherent issues

in curricular reform and how higher education needs to be an example of embracing change rather than hiding within an aged structure.

The Bulldog Foundations course, in its first semester, is a possible starting point. One suggestion would be for Bulldog Foundations to become a required course. Another suggestion was to review and change the FYS program as it reaches all first year students already. The impact of the FYS courses were highlighted by Taylor who stated she was one of those “first year white students” who had a great FYS experience which taught her well when she was new to Drake.

Senator Dunham-LaGree reminded the assembly that the recent changes to the Global & Cultural Understanding AOI is currently being addressed by the University Curriculum Committee. This AOI now has four required outcomes. Senator Robertson cautioned that taking one or two courses is not a whole solution. Her example, taken from her field, was that a person does not become a writer after one three-credit course. Her point was that the topic needs to be in many courses and learned from within multiple disciplines.

Senator Van Wyke stated that it is easy to say, I am not the problem. And that each day, it is important to say, I am part of the problem and must be also part of the solution. Senator Erguner-Tekinalp agreed that regular honest and vulnerable conversations need to happen.

President Cramer closed the conversation with indicating she had heard of some interpersonal and structural items which can be looked at by Faculty Senate.

The meeting closed at 5:02 p.m. Submitted by Nancy Geiger, Secretary

Secretary's Note: the following is the compiled list of recent Drake actions and initiatives.

Presented by Erin Lain, Associate Provost for Campus Equity and Inclusion

1. **Equity Action Partners:** A group of faculty and staff from each department that are highly trained in the area of diversity and inclusion. They serve as advocates for those who are facing inclusion issues, and they provide expertise to their areas in the areas of diversity, equity, and inclusion.

2. **Student Equity Action Partners:** A group of students across all colleges and years who are highly trained in the area of equity and inclusion. They provide programming to increase awareness on campus, respond to issues of equity and inclusion, and serve as advocates for fellow students. We are starting a class for the students in the spring that will help them increase their knowledge and programming capacity.

3. **Preferred First Name System:** To provide a more inclusive environment now all students have the option of putting their preferred name in the system so that they are not called by their legal name if they don't want to be.

4. **Mediation and Restorative Justice:** We are working on alternative dispute resolution programs to remedy issues of conduct an inclusion on campus.

5. **New Faculty and FYS instructor Development:** All new faculty and FYS instructors undergo a multi-hour diversity and inclusion training that I run at the beginning of the year.

6. **Hiring Committee Trainings and Development:** All faculty hiring committees now I'll go through and implicit bias training that my office developed before they can commence the process of reviewing applications. They are also going through many more checkpoints to make sure that Diversity is a core focus of the hiring process.

7. **Diversity Fellowship Program:** we are starting a post-graduate fellowship program for those who come from underrepresented groups. This is a pipeline opportunity to increase the diversity of the faculty a drink.

8. **Identity Specific Alumni Reunions (Black Alumni, LGBTQ Alums, etc.):** We are working to bring back the African-American alumni reunion and collaborate with the alumni office to create other identity specific reunions.

9. **Community Events** (Edna Griffin Dinner, Al Exito, Pride Parade, Juneteenth Celebration, Young Men/Women of Color Conferences): We have increased the number of activities on campus that invite the community to Drake to celebrate diversity and inclusion.

10. **Orientation and Welcome Weekend:** All first-year students have access to, and are required to participate in diversity and inclusion sessions at welcome weekend and during orientation. These sessions are run by me and Tony Tyler.

11. **Bulldog Foundations:** First-year students have the option of taking Bulldog Foundations which is a course that focuses on diversity and inclusion and other vital skills for first year students. This year, during our first offering, approximately half of all first-years took that course.

12. **Flight Program:** Flight is a program for first-year students of color to come to campus early for a pre-orientation and they are enrolled in FYS together. This creates a cohort program for students of color which has resulted in increased retention and success.

13. **Campus Crisis Response:** Tony Tyler and I worked with student organizations to develop a crisis response process when there are equity and inclusion and hate incidents that happen on campus. This process has been presented to the dean of students and has been approved for use.

14. **Solidari-tea:** These roundtable discussions are held when events in our community, nation, and in the world impact campus. We have had these meetups regarding the cancelation of DACA and the hate incident on campus, etc.

15. **Clark 150 Celebration:** This year we held a weeklong celebration of the Clark v. Muscatine decision which declared segregation unconstitutional and in Iowa in 1868. The author of the decision was also the co-founder of Drake Law School.

16. **Trainings:** Tony Tyler and I provide training to various units across campus on a per request basis. In the last year, we have conducted over 30 trainings.

17. **CORE:** We have a pipeline program for area Des Moines high schools for students of color who are in AP classes. These students attend monthly meetings on campus about transitioning to college and if they go to 8 of the 10 sessions in the year and maintain a 3.0 gpa, they are offered automatic admission to Drake and a 33% scholarship. My office is coordinating the on campus sessions.

Additional items from Sue Mattison, Provost

1. Campus Climate Survey - recognition of issues on campus; three action steps that came from that report have been addressed:
 - a. create and hire Erin's position
 - b. Equity Action Partners
 - c. remodel diversity houses
2. Everyone who reports to President and Provost has taken the IDI and developed a personal plan of action.
3. Everyone who reports to the Provost has taken Safe Space Training.