

Minutes of Faculty Senate Meeting

March 16, 2016

*Submitted by Senate Secretary, Claudia Kairoff, Professor of English
Prepared by Amalia Wagner and Claudia Kairoff, Ph.D.*

Caveat: Comments recorded are not necessarily verbatim. In order to facilitate open discussion, the identity of most Senators making comments or questions is not recorded. The identity of comments from Senate Officers and Senate Ad Hoc and Standing Committee Chairs are given, as is the identity of persons commenting in their official administrative capacity (e.g., CFO, Provost and College Dean.)

In attendance: Allen Edward, Sarah Bodin, Susan Borwick, Steward Carter, James Cotter, Kevin Cox, Will Fleeson, Stroula Glezakos, Claudia Kairoff, Molly Keener, Rogan Kersh, Christopher Knott, Bill Leonard, Nina Lucas, Wilson Parker, John Parks, Tim Pyatt, Sarah Raynor, Kathy Smith, Beverly Snively, Rosalind Tedford, Lisa Washburn, Julie Wayne, Jeff Weiner, Page West.

There were 22 voting eligible Senators present, a quorum.

Welcome

President Parker called the meeting to order. A motion was made and seconded to accept the minutes of the February 24, 2016 senate meeting. Approval by a show of hands was unanimous in favor of approval.

President's report: Wilson Parker

President Parker brought the proposed by-law amendments to the body for a vote. He asked for comments or questions. Hearing none, he asked for a vote. These come as a seconded motion. The amendments passed by a unanimous voice vote in favor of approval. **(For complete amendments, refer to Appendix A.)**

World Café: Rogan Kersh

President Parker explained that during one of the Executive Committee meetings with Provost Kersh, they learned about some of campus climate issues around diversity that were occurring on campus that many of them knew nothing about. The committee thought a forum like a World Café would be a great opportunity for the Faculty Senate to learn about the issues and share ideas among themselves. In a World Café, several questions are posed at each table and the participants express their views on the subject while the table moderator takes notes. After an allotted time each attendee rotates to another table and discusses a different question until they have had an opportunity to address all of the questions.

Provost Kersh elaborated that he has spent a large amount of time on the topic of campus climate. He has spent time talking with faculty and students on this topic in various fashions. He described three different approaches from the administrative level, described below.

- Through conversations: direct engagement through deliberate dialogues, allowing students to shape their own destiny.

- Through actions: 156 recommendations were submitted by student activists.
- Through mode of engagement: thinking actively in order to change things for the better, and learning how to bring about social change. The students want to have these discussions both in class and during office hours.

This is the first organized group of faculty to participate in a conversation discussing campus climate. Rogan concluded with the following WFU ethnicity enrollment statistics for 2015.

- .4% American Indian/Alaskan Native
- 8.7% Asian
- 8.2% Black/African-American
- 6.1% Hispanic/Latino
- .8% Native Hawaiian/Pacific Islander
- 71% White
- 2.1% 2 or more races
- 2.8% not reported

15 years ago, 88% were white students compared to 71% in 2015.

Conversations then proceeded at the various tables. Below are the questions and feedback from each moderator.

Recruitment (Tables 1, 4)

How might we enhance our recruitment of faculty colleagues from historically underrepresented groups? And how to continue recruiting and retaining talented students from underrepresented groups, including both undergraduates and graduate/professional students?

Feedback

- Math Department
 - No major history of diversity in math or other STEM subjects
 - Some do not like Winston-Salem
 - Need salary incentives because faculty of color are in high demand and there is not a big pool
 - Went to HBCUs as faculty to encourage students to come to WFU for graduate programs but there is higher need thus more funding is required to get them to come here
- Only rich schools can afford these candidates
- Need to encourage the best in underrepresented groups to go into academia
- Graduate education is built around, and for, upper class white students in a variety of ways
- English has had a lot of success in this area – mentors stayed in touch with graduates and got them to come back in a faculty role
 - Jill T. let English hire all three candidates of color in one year as “targets of opportunity”

- This year, a superstar was heavily considered and received an offer but he had a better one from somewhere else.
- Inability to offer really competitive packages (salary, graduate students, lab space, etc.)
- Making contacts at HBCUs is a crucial step
- Retention is a major factor – just because they get here does not mean they will stay, many are sought after
- Students will go to a school where they see themselves represented in the faculty
- Marketing is usually good, but often the pictures don't accurately portray the campus (white men's portraits, etc.)
- World religion arch by Wait Chapel: when it went up, many were shocked. When should we shock?
- Highlight diverse programs in tours
- What departments have the greatest amount of diversity?
- What is the breakdown of faculty retention?
- Training! Hiring committees for faculty lead to candidate elimination in an unconscious way due to a lack of training
 - Lack of flexibility
 - Lack of knowledge about inherent candidate differences
- Lack of funds
- Retention: must make people feel valued and happy
- Selection of people who are a 'good fit' for WFU naturally eliminates racially diverse candidates. Need to bring in candidates from other groups and departments.

Each group expressed concerns about having limited numbers of underrepresented individuals in the market/pipeline and the challenge that it creates for competitively recruiting the best candidates. Each group expressed interest and/or need for data and general information that might inform their responses. The following are recommendations and themes that emerged from the discussions.

Supply/Demand/Competitiveness:

- Recruit more graduates to our PhD programs and encourage graduates' academic careers to increase the number of individuals who are in the pipeline. ¹
- Strategically attend conferences (in and across disciplines) as means of ongoing networking and recruitment. ¹
- Increase the use of adjunct professors in order to create more opportunities. ¹
- Use visiting professorships as a way to develop the national pipeline for candidates (i.e. Law School's 2 year appointment). ¹
- Proactively recruit candidates from the adjunct market, which many believe is saturated with UR individuals. ¹
- Examine market/availability of UR individuals across fields (each group had mixed opinions of whether there is actually a lack of UR individuals). ¹

- Examine the dwindling of tenure track roles and make a more concerted effort to create alternative programs. ¹
- Build positions based on the expertise and skill of candidates (for example, creating a position designed to retain visiting faculty at the end of their term). ¹
- Examine norms within discipline to identify ways to broaden what we accept/to be more flexible (for example, shift focus from Ph.D.). ¹
- Evaluate admissions practices that may adversely impact recruitment and acceptance of UR candidates. ²

Financial:

- Utilize available target opportunity hires and put more resources into the existing program. This program can be an incentive/support departments that would otherwise be limited by budgetary constraints. ¹
- Use grant opportunities to bring post docs to campus. ¹
- Greater financial commitment from the University to make full-hires possible. ¹
- Offer better financial aid packages so that we can recruit and retain students from different socio-economic backgrounds. ²

Retention:

- Encourage faculty from underrepresented groups to have/find mentors to support their ongoing development/Give junior faculty support for development. ¹
- Make it a practice or policy to get feedback from faculty who leave the university. ¹
- Recognize faculty's work with UR students as service. UR faculty or more likely to serve as formal or informal mentors to UR students and student organizations; however, this valuable work is not recognized as service and can be a disadvantage for faculty. ^{1,2}
- Offer training for faculty to help them develop capacity for managing classroom diversity and developing more meaningful relationships with students. ²
- Educate faculty about student & faculty demographics, retention data, campus climate, and collectively examine issues and barriers. (i.e. Police). ²

Inclusion (Tables 2, & 5)

How might we better advance a sense of inclusion among Wake Forest students from all backgrounds? How, for example, to encourage more inter-group engagement?

Feedback

- Navigating the disparity in arrests and stops between white and black students
- How do we address biases and assumptions in how we view/engage with students of color?
- The lack of faculty of color in the College.
- The growth of internationally diverse students, but not domestically diverse students. We should strive to have a balanced minority presence, rather than a tilted one (in which students of color feel as if they are representatives for their marginalized group)

- Aware that we have a Chief Diversity Officer, but not sure of her responsibilities.
- Need to dismantle the siloed effect of student communities without detracting from safe spaces.
- Safe spaces are important, but have their limits. They can preclude difficult conversations that encourage growth.
- Need to broaden our diversity conversations to include socio-economic status and the disappearance of the middle class.
- More effort to focus on how this affects the day-to-day lives of our students.
- Students need more exposure to develop awareness and empathy
- Balanced importance of “brave” spaces where students are engaging across difference, e.g. using orientation advising groups and other intake groups.
- Inclusion also means that you at the very least feel safe engaging across difference.
- Adding faculty to orientation’s diversity and inclusion workshops/other opportunities for faculty to engage with students in this area.
- If we’re not careful, safe spaces can become siloes or enclaves.
- Intentional pairing of different students on campus or study abroad programs.
- Adding faculty to these conversations was easier when we (the University) were smaller. How do we do that now?
- Emotional and intellectual maturity is important in these conversations. How do we equip students at varied points in their development?
- What’s hurting us is the transactional relationships between faculty and students, which precludes intellectual engagement outside of the classroom as well as faculty being in these conversations. Relationships have become too formal, due in part to faculty recognition and development becoming more quantitative. How is student engagement factored into performance reviews?
- Greater attention to reaching out and training faculty members who want to facilitate these conversations
- Translate desire of faculty to be engaged into part of the performance review/expectations/funds for faculty development and support.

Curriculum/Classroom (Tables 3, & 6)

How might we better reflect our foundational goals of enhanced diversity/inclusion in our curricular offerings and classroom experiences?

Feedback

- First group quickly said that the cultural diversity requirement of the college was not sufficient in that those courses were pretty broadly defined and may not be useful. The group had two college faculty members, one med school and one divinity school. The med school currently has no formal training in diversity but the divinity school just revamped their curriculum and students have to take 5 courses that touch on race, ethnicity, gender, sexuality and science. Discussed an open letter from Duke students to their administration that opposes being able to fulfill a diversity requirement in a single class. Noted that medical students often learn these skills in the clinical setting and by

working with mentors and the divinity students also have a practical part of their curriculum and that perhaps an experiential method of learning could be used.

- The second group noted a few things that other schools did: two courses, certificate programs, and a menu of activities that would serve to improve the diversity educational experience. Topic changed, then, to faculty training in teaching cultural diversity - many faculty need training in this area. What are we doing now (Dean's office, Teaching Learning Center, ODI)? Could this be better promoted? Wide ranging discussion - how to evaluate new textbooks, how to change a course to make it more diversity-inclusive, how to get under-represented students to stay in certain majors (girls in math), addressing students (what pronouns to use), gender neutral restrooms....we got a little far off here but the main point was that faculty need training.
- The third group picked up on this but said that there are lots of resources here at Wake and also lots of scholarly research done on this (both of which are true). So their discussion became more about what could be done to promote what we have (Gatekeepers) and how this information can be made known to both new faculty in orientation and older faculty as a catch-up. Public engagement is also a powerful tool for teaching diversity and is something many are active in here and that "gets the students into the community." One suggestion was to recruit a diverse set of graduate student teaching assistants as a key component for teaching diversity, as they interact in the space between faculty and the undergrads and such an initiative would maybe not be an excessively expensive project.
- How do we define foundational goals? What are they as they relate to issues of diversity and inclusion? Can we evince greater articulation of these themes by leadership? Do faculty know what they are? Do they buy into them?
- We all need to be able to deal with diversity and inclusion in our classrooms, no matter what we teach. But faculty are ill-equipped to think through how to handle issues of diversity and inclusion in the classroom, including how to lead discussions in which different students will respond differently. Faculty need training in how to teach with cultural sensitivity and to handle the ways diversity can make everyone in the classroom uncomfortable. Faculty members need a heads-up when the demographics of incoming students are going to change. We need more courses that educate students on diversity and inclusion and more constructive dialogue, but we as faculty lack the time and resources necessary to generate these new courses.
- How do we meet the radically new world we are in as teachers? One approach is to listen to the students, to recognize that we need to learn from them, and to transform our

courses in this powerful moment. Another approach is to recognize the value of faculty teaching/ mentoring other faculty to lead change, in an organic way, which leads to long-term commitment.

- We need to recognize that the classroom is only one piece of the diversity and inclusion puzzle, and that we benefit when we look at the ways our classrooms intersect with the whole campus and indeed the world. Our curriculum should be integrating with diversity and that world in every way that it can.

Comments and other reflections.

Comment: I feel that we have a sense of trust between faculty and students. I recently spoke with a student about racial climate on campus and feel that we need to further these conversations. It is important to develop a sense of commitment and connection with our students.

Comment: We should communicate more effectively, institutionally.

Comment: I think we need to teach how to be culturally sensitive, and if we were intentional about distributing this information to faculty, we can build a foundation.

Comment: WFU has an entry-level cultural competency workshop during New Faculty Orientation. It focuses on giving new colleagues skills for the classroom to deal with communication style and cultural variations in the classroom. For existing faculty there are training opportunities throughout the academic year.

Comment: Jose Villalba is going to have a multiple-day training during the summer months.

Comment: Maybe the university could provide an incentive to faculty to participate in these programs?

President Parker thanked everyone for their participation and hopes to continue these types of exchanges.

President Parker adjourned the meeting at 5:31 p.m.