

Clayton State University Faculty Senate

Meeting Minutes

March 11, 2019

Senate Members present: Augustine Ayuk, Scott Bailey, Gail Barnes, Deborah Gritzmacher (also serving as proxy for Kendolyn Smith), Craig Hill, Byron Jeff, Adam Kubik (also serving as proxy for Laura Herndon), Catherine Matos, Lawrence Menter, Rebecca Morgan, Stephanie Richardson, Kathryn Pratt Russell, Andrew Sbaraglia, MeriBeth Stegall (Secretary), Mark Watson (Chair), David Williams (Vice-Chair)

Senate Members Absent: Laura Herndon (represented by proxy), Eugene Ngezem (Khalilah Ali represented as proxy), Kendolyn Smith (represented by proxy)

Guests: Kevin Demmitt, Virginia Bonner, Mari Roberts, Celeste Walley-Jean, Lila Roberts

Agenda Item	Discussion	Senate Action/Resolution/Tasks
1) Reading & Approval of Minutes	Mark Watson announced that the Spring Faculty Meeting will be April 18.	The minutes of the February 25, 2019, meeting were approved as distributed.
2) Reports of President and Provost, i) President's Report ii) Provost's Report	The President's Report is attached as Appendix A. The Provost's Report is attached as Appendix B.	
3) Reports of Standing Committees		
4) Special Orders		
5) Unfinished Business and General Orders i. FAC motion regarding Electronic Submission of Documents.	Larry Menter presented the motion regarding Electronic Submission of Documents from the FAC committee. (See Appendix C for full resolution.)	<p>The Faculty Handbook shall be amended as follows: In Section 205.04.2 Promotion and Tenure Portfolio:</p> <p>To add a new sentence after the line listed as "10" that reads as follows:</p> <p>"11. The Binder may be submitted in an electronic format, if specified by the Dean of the faculty member's College.";</p> <p>In the Annual Evaluation Portfolio Guidelines,</p> <p>Amend the first sentence as follows:</p> <p>"The portfolio for annual evaluation may consist of two parts" add the following at the end: ", which may be submitted electronically.";</p>

Agenda Item	Discussion	Senate Action/Resolution/Tasks
		<p>In the Promotion and Tenure Portfolio Guidelines,</p> <p>Amend the first sentence as follows:</p> <p>“The portfolio for promotion and tenure (and pre-tenure review) consists of two parts” add the following at the end: “, which may be submitted electronically”.</p> <p>The motion passed.</p>
<p>6) New Business</p> <p>i. Presentation: Julie Coile on the New Athletics Logo.</p> <p>ii. Revised Proposal: University Committee on Equity, Interculturalism, and Inclusivity</p>	<p>Julie Coile presented two new versions for change in the athletics logo. Faculty senate members will be sent a link to vote on the two versions.</p> <p>Discussion revolved around issues of how the committee would work and the responsibilities of the committee.</p> <p>Question regarding how committee formed—concern regarding committee members selecting new committee members.</p> <p>Question regarding imbalance among colleges.</p> <p>Comment that within CAS, diversity training had been useful in the hiring process.</p> <p>Question of how diversity defined.</p> <p>Comment: Need people to assist with focus on diversity.</p> <p>Suggestion that FS recommend CSU consider a University Diversity Officer.</p> <p>Question of proposal’s course release for committee members—once a year or each semester?</p> <p>Two specific wording changes:</p> <ul style="list-style-type: none"> • Clarification under Recommendation: 1. “volunteering” to “<i>available to serve</i>” • Change under Faculty Senate from: “non-voting or ad-hoc” to “non-voting <i>and</i> ad-hoc.” <p><i>Guest comment:</i> Expressed concern about the concern/questions of senators because CSU is a primarily black university.</p>	<p>"Motion that the Faculty Senate Support the Creation of a Standing University-level Committee on Equity, Interculturalism and Inclusivity, as Outlined in the Revised Proposal Submitted by the College of Arts and Sciences Dean's Diversity Initiatives Committee on February 23, 2019."</p> <p>The chair called the question.</p> <p>The motion was voted on by show of hands: Yes—12, No—2, Abstentions—3. The motion passed.</p>

FACULTY SENATE MINUTES MARCH 11, 2019

Agenda Item	Discussion	Senate Action/Resolution/Tasks
iii. A Resolution to Reconstitute Columbus Day/Fall Break (Oct. 6-9, 2019) as Indigenous Peoples' Day/Indigenous Peoples' Reflection Period		Dave Williams moved to change "DDIC" in the Indigenous People's Reflection Period proposal to "Faculty Senate." The motion was seconded and passed. The Resolution to Reconstitute Columbus Day/Fall Break (Oct. 6-9, 2019) as Indigenous Peoples' Day/Indigenous Peoples' Reflection Period was voted on by show of hands. Yes—14, No—1, Abstentions—2 The motion passed.
7) Adjournment		The meeting adjourned at 12:15pm.

Submitted by MeriBeth Stegall, Faculty Senate Secretary, March 12, 2019

Appendix A. President's Report

President's Report

Faculty Senate

March 12, 2019

- Apologies for my absence** I am currently attending the American Council on Education national meeting in Philadelphia, and am unable to attend our senate meeting. The ACE assists in providing a broader national context for higher education policies and political context for those policies, and thus helps us better understand ways in which Georgia specific actions might be better understood or at least framed. Certainly items such as the Reauthorization of the Higher Education Act and President Trump's reference to connecting Federal Higher Education Funding to Campus Free Speech policies will be among several program offerings at ACE. These are certainly times in higher education to embrace the mission of lifelong learning
https://www.insidehighered.com/news/2019/03/07/looming-white-house-executive-actions-higher-education-may-cover-more-free-speech?mc_cid=d86ede211e&mc_eid=eedc854888&utm_source=Inside%2BHigher%2BEd&utm_medium=email&utm_term=0_1fcbc04421-d86ede211e-198410637&utm_campaign=d86ede211e-DNU_2019_COPY_01
- Legislative Update** March 7 was legislative crossover day—the budget including support for formula funding and salary increase had already passed the House. Changes in Dual Enrollment (including the provision to exclude 9th and 10th graders from eligibility, and allowances for courses taught in secondary schools if instructors of those courses meet post-secondary credential standards and are appointed as adjunct faculty) were also passed by the House
<http://www.legis.ga.gov/Legislation/20192020/184141.pdf> We will be able to know more of the potential implications of these changes, as well as the changes if any from the senate (should the bill reach final passage) as we head toward the end of the session. April 2 is scheduled as the last day of the legislative session.
- Comprehensive Administrative Review update** we continue to review working committee discussions, and are presently scheduled to provide a final campus report by mid-May. As noted earlier, the review does not address faculty positions. This will likely be part of a broader campus conversation as we approach the end of the Spring Semester.
- Spring Faculty Meeting and End of Semester celebration** The Spring Faculty meeting is scheduled for April 18, 9:30 AM. Specifics, including a call to this body for agenda items, will be forthcoming. The end of the year campus reception following the Smith Awards will occur April 30 at 4 PM. Details on those event also forthcoming.
- Thanks** you are encouraged to send them to me at timhynes@clayton.edu should any emerge

Appendix B. Provost's Report

Faculty Senate

March 11, 2019 Provost's Report

Follow-up on Diversity and Inclusion Discussion

Because promoting diversity and inclusion are university wide concerns, I met with Vice President of Student Affairs Shakeer Abdullah and Human Resources Director Rodney Byrd as a follow-up to the Faculty Senate discussion last month. I had previously shared the committee recommendations with Dr. Abdullah, Director Byrd and others. Vice President Abdullah is working on a campus climate survey that, in combination with the recently concluded communication study, will inform our Strategic Plan recommendations for ways to promote inclusion and engagement on our campus. I will continue to share faculty feedback with them in future planning sessions.

Momentum Summit II

As mentioned last month, the University System held a second annual meeting on the implementation of the Momentum Year strategies that have been associated with increased student retention and graduation rates. Clayton State had 28 participants at this year's summit that was expanded to include deans and department chairs. Next month, each institution will be submitting a plan for improving on the progress that was made this last year. On March 25th, we will be having a follow-up meeting for anyone who attended the Summit to work on our planning for the coming year. We will be glad to include anyone from the Faculty Senate that would like to attend.

Appendix C. Resolution Regarding Electronic Submission of Documents

Whereas, the Faculty Handbook specifies that any submissions for the Summary of Professional Activity Form, Annual Evaluation Portfolio, and Promotion and Tenure Portfolio are to be submitted on paper in a binder;

Whereas, the Faculty Affairs Committee with the endorsement of the Deans of various Colleges have expressed an interest to allow submissions to be made electronically.

Therefore, be it Resolved, that

The Faculty Handbook shall be amended as follows:

In Section 205.04.2 Promotion and Tenure Portfolio

To add a new sentence after the line listed as “10” that reads as follows:

“11. The Binder may be submitted in an electronic format, if specified by the Dean of the faculty member’s College.”;

In the Annual Evaluation Portfolio Guidelines,

Amend the first sentence as follows: “The portfolio for annual evaluation may consist of two parts” add the following at the end: “, which may be submitted electronically.”;

and

In the Promotion and Tenure Portfolio Guidelines,

Amend the first sentence as follows: “The portfolio for promotion and tenure (and pre-tenure review) consists of two parts” add the following at the end: “, which may be submitted electronically”.

Submitted to CSU Faculty Senate - March 8, 2019

Appendix D. Proposal: To Form a University Committee on Equity, Interculturalism and Inclusivity

23 Feb 2019

The Dean's Diversity Initiatives Committee (DDIC) proposes the formation of a standing, **University-level Committee on Equity, Interculturalism, and Inclusivity (UCEII)** at Clayton State University.

PREFACE

Attention to the ideals of inclusion and diversity in post-secondary education has grown in the past 20 years and is fueled by factors such as: the increasing diversity of the student body, compelling arguments about the need to prepare all students for a diverse global society, continuing evidence that a diverse faculty is important to the success of a diverse student body, positive relationship between diversity and educational outcomes, and evidence that a diverse faculty assists in the retention of diverse faculty and recruitment of students of color to higher education (Allen, Deo, Daye, Gottfredson, Panter, & Wightman, 2008; Antonio, 2002,2003; Cora-Bramble, 2006; Hagedorn, Chi, Cepeda, & McLain 2007; Milliam & Hakuta, 2000; Stanley, 2006).

The operation of prejudice, bias, and stereotyping in social judgment and behavior does not require personal animus, hostility or even awareness; nevertheless, it exists. Research now shows us that prejudice, in fact, is often "implicit"—unwitting, unintentional, and uncontrollable—even among the most well-intentioned individuals (for a review see Dovidio & Gaertner, 2004). The discovery of implicit prejudice initially brought with it the assumption that it might be unavoidable (e.g., Bargh, 1999; Devine, 1989; Dovidio, Kawakami, Johnson, Johnson, & Howard, 1997), yet, presently, research demonstrates that it can be reduced and even reversed through sensible changes in a social environment (e.g., Lowery, Hardin, & Sinclair, 2001; Rudman, Ashmore, & Gary, 2001; Sue, 2010).

As part of our 2022 Strategic Plan, Clayton State University has pledged to, "make inclusiveness for students, faculty and staff a growing reality, not a repeated cliché" (Strategic Plan, 2017, p. 4). Additionally, one of Clayton's key values states that individuals on this campus will, "treat each other with respect and work together in a spirit of inclusiveness, collaboration and teamwork to serve others and reach common goals" (Strategic Plan, 2017, p.6). Goals such as these are not attainable without *intentional* thought, conversation, and deeds. Further, extensive research has shown that an enthusiastic verbal or written commitment to diversity and inclusivity by institutions is frequently not supported through action (Milem, Chang, & Lising Antonio 2005).

Considering the words above, there are no direct goals or action steps regarding equity, interculturalism, or inclusivity in CSU's strategic plan efforts. Thus, in order to fully embed healthy perspectives and actions regarding these concerns in our campus culture, members of the DDIC, AAUP, and ICIE as well as other faculty, believe it is necessary to have a university-

wide committee particularly charged with working towards this important goal. In consideration of the information above the DDIC, a committee that has successfully established and implemented programming to address interculturalism and inclusivity in the college of Arts and Sciences since 2010, unanimously adopted a motion to reaffirm the university's pledge by calling for the establishment of a standing University-Level *Committee on Equity, Interculturalism, and Inclusivity*.

RECOMMENDATION

The DDIC recommends the creation of a standing, university-level UCEII. There would be multiple purposes to/responsibilities of such an entity.

1. To promote the hiring and retention of a diverse faculty and administration at CSU by volunteering to serve as outside members on tenure-track and administrative searches and undertaking specific activities to increase the diversity of the faculty, staff and administration. In this:
 - a. Committee members will be available to support departments/programs in locating resources and developing strategies to broaden and strengthen candidate pools and may clarify the shape and timeline of faculty/staff administrative searches at Clayton.
 - b. Committee members will provide resources regarding, or, if requested implement/evaluate, processes to reduce implicit bias during faculty, staff, and administrative searches.
 - c. Committee members will be available to frame questions and raise broad issues that may help departments/divisions/programs think in new or different ways about approaching searches toward increasing diverse representation.
 - i. This may include individual meetings with search chairs and others, as well as group training sessions regarding processes to reduce implicit bias during searches, for representatives of departments/programs/divisions who are planning to hire during the next academic year, or, are in the process of hiring.
2. To further educate CSU departments, programs, divisions, staff, and faculty about issues regarding equity, interculturalism, and inclusion.
3. To work with the Center for Excellence in Learning and Teaching to provide continuing face-to-face instruction to all faculty regarding issues of interculturalism and inclusivity at CSU.
4. To continue to work on matters of policy and practice that support faculty and staff inclusion and retention. This includes:
 - a. Acting as an advisory body for the office of Academic Affairs regarding evaluation of ongoing policies and procedures.
 - b. Implementing, or facilitating the implementation of, programs to improve faculty/staff retention and work-life satisfaction.
 - c. Creating a positive professional and intellectual climate for all faculty members.
5. To serve as *College Diversity Liaisons* who will consult with academic deans and disseminate ideas and best practices throughout each College.
6. To facilitate the creation and implementation of a University strategic plan for equity, interculturalism, and inclusivity.

7. To submit an annual report to the provost regarding committee efforts and outcomes and the state of equity, interculturalism, and inclusivity at CSU.

If this proposal is approved, the language in the Faculty Handbook should read:

Committee on Equity, Interculturalism, and Inclusivity

Purpose: to promote the hiring and retention of a diverse faculty; undertake specific activities to increase the diversity of the faculty, staff, and administration; educate CSU departments, programs, divisions, faculty, and staff about issues regarding equity, interculturalism, and inclusion; work on matters of policy and practice that support faculty inclusion and retention; serve as College Diversity Liaisons; and facilitate the University's Strategic Plan for Equity, Interculturalism, and Inclusivity.

COMMITTEE MEMBERSHIP

Voting members of the UCEII shall consist of one (1) representative from the College of Business, two (2) representatives from the College of Arts and Sciences, (1) representative from the College of Information and Mathematical Sciences, one (1) representative from the School of Health, one (1) student, and one (1) representative from CSU staff. To allow greater campus representation, and to more fully inform the committee, three (3) non-voting members composed of the following backgrounds will also serve:

1. One faculty member with expertise in:
 - Gender or African American Studies (*If the dominant racial or gender demographics on campus change, this faculty member should have expertise in that dominant demographic population.*) **OR**
 - Multicultural Education **OR**
 - LGBTQIQ or Disability Studies
2. CSU's current Equity Liaison Officer, who will serve as an ad hoc member of the committee in perpetuity.
3. A representative from CSU's Office of Disability Services who will serve as an ad hoc member of the committee in perpetuity.

Term Limits

All committee members will serve a three-year term, serving no more than two consecutive terms.

Faculty Senate

The Chair of the Committee shall be elected by the voting members of the Committee and shall become a non-voting or ad hoc member of Faculty Senate.

Remuneration

Clayton State currently has no chief diversity officer or office of diversity. As a result, this committee would be responsible for work commonly dedicated to an established division or department. Ideally, given the extensive amount of preparation, instruction, and collaboration that will occur across the university within and among multiple units, departments, and colleges, remuneration in the form of at least one class release would be initially appropriate compensation in recognition of the imperative nature of this role.

COMMITTEE APPOINTMENT

Those who serve on the committee should have experience of, and passion for, the CSU community and diversity work. Individuals will demonstrate experience, passion, and interest by submitting a cover letter and a CV demonstrating their involvement in leadership, scholarship, and/or service regarding interculturalism, equity, and/or inclusivity.

Appointment of Voting Members

Those aspiring to become voting members of the committee will self-nominate by submitting a cover letter and CV in Spring, for appointment in the coming Fall.

1. If there are multiple individuals interested in the same position, outgoing committee members will evaluate the materials of those who have expressed interest and, after discussion by majority committee vote, shall determine who will serve.
2. If no individual in a particular college expresses interest, the Dean of that college will nominate a committee member whom they believe has substantial experience of and passion for the CSU community and diversity work.

Appointment of Non-voting members

Non-voting members of the committee will serve in an advisory capacity because they have community and diversity responsibilities as a primary component of their position, and/or they undertake similar responsibilities and have knowledge/experience important to the functioning of the UCEII. These individuals may self-nominate or will be appointed by the chair or head of their department or unit.

First Appointments

Since the committee does not currently exist, there is no quorum to determine first appointments. Thus, if there are more applicants than positions, we propose that a committee consisting of the Provost, President, and two members of the DDIC will make a determination regarding the UCEII's inaugural year committee membership.

A FINAL CONSIDERATION

Given the recent state of cultural unrest in the US, the reality of the global economy, the need to equitably educate the historically disenfranchised cultural groups that populate this university, the need to effectively address privilege and oppression in all forms, and the commitment expressed by our strategic plan, the time to make a statement about CSU's humanity is now. Such a statement, calls us to create deep change in the CSU campus community to prepare ourselves and our students to "be the change we want to see in the world."

Clayton State can be a luminary in the community, engage in *being* the change we want to see on our campus, and, in doing so, embody our tagline "Dreams . . . Made Real.", by making dreams real for *all*.

Developing the capacity to strategically think together and plan for fostering greater equity, inclusion, and diversity changes our institution, and us, in the doing of it. In this way, we transform our daily work, teaching, learning, research, and public service (Basri, 2015).

We conclude with a respectful request for a timely response from administration to this motion, ideally during the initial proposal presentation/meeting, or, if further discussion is necessary, by the end of the Summer 18 semester. We look forward to working with you through a process that will bring this motion and the new UCEII to policy beginning Fall 2018.

Thank you for your valuable time and consideration.

A handwritten signature in black ink, consisting of several loops and flourishes, likely representing the author of the text.

References

- Bargh, J. A. (1999). The cognitive monster: The case against the controllability of automatic stereotype effects. In S. Chaiken & Y. Trope (Eds.), *Dual-process theories in social psychology*. New York: Guilford Press.
- Basri, G. (2015). Forward. In *Strategic Planning for Equity, Inclusion, and Diversity. Division of Equity and Inclusion*, Berkley University, Berkley CA.
- Cora-Bramble, J. (2006). Minority faculty recruitment, retention and advancement: applications of a resilience-based theoretical framework. *Health Care Poor Underserved*, 17(2):251-5.
- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.
- Dovidio, J. F. (2001). On the nature of contemporary prejudice: the third wave, *Journal of Social Issues*, 57, 829–849.
- Dovidio, J. F. & Gaertner, S. L. (2004). Aversive racism. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 36, pp. 1-51). San Diego, CA: Academic Press.
- Dovidio, J., Kawakami, K., Johnson, C., Johnson, B., & Howard, A. (1997). The nature of prejudice: Automatic and controlled processes. *Journal of Experimental Social Psychology*, 33, 510–540.
- Gottfredson, N. C., Panter, A. T., Daye, C. E., Allen, W. A., Wightman, L. F., & Deo, M. E. (2008). Does diversity at undergraduate institutions influence student outcomes? *Journal of Diversity in Higher Education*, 1(2), 80-94.
- Hagedorn, L. S., YanFang, W., ChiRita, M. & Cepeda, M. (2007). An investigation of critical mass: the role of Latino representation in the success of urban community college students. *Research in Higher Education*, 48(1):73-91.

Lising A. A. (2002). Faculty of color reconsidered, *The Journal of Higher Education*, 73:5, 582-602, DOI: 10.1080/00221546.2002.11777169

Lising A. A. (2003), Diverse student bodies, diverse faculties, *Academe*, Vol. 89 (6), 14.

Lowery, B. S., Hardin, C. D., & Sinclair, S. (2001). Social influence effects on automatic racial prejudice. *Journal of Personality and Social Psychology*, 81, 842-855.

Milem, J. F., and K. Hakuta. 2000. The benefits of racial and ethnic diversity in higher education. In *Minorities in higher education: Seventeenth annual status report*, 39-67. Washington, DC: American Council on Education.

Rudman, L. A., Ashmore, R. D., & Gary, M. L. (2001). 'Unlearning' automatic biases: The malleability of implicit stereotypes and prejudice. *Journal of Personality and Social Psychology*, 81, 856-868.

Stanley, C. A. (2006). Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities. *Educational Research Journal* 43(4):701-736

Sue, D. W. (2010). Microaggressions, Marginality and Oppression. In D. W. Sue (Ed.). pp. 3-22. *Microaggressions and Marginality*. Hoboken, NJ: Wiley.

Appendix E. **PROPOSED RESOLUTION:** **Clayton State University**

A Resolution to Reconstitute Columbus Day/Fall Break (Oct. 6-9, 2019) as Indigenous Peoples' Day/Indigenous Peoples' Reflection Period

1. WHEREAS Clayton State University sits on lands that historically belong to the Muskogee (Creek) Indigenous people;¹
2. WHEREAS in our 2022 Strategic plan document Clayton State University has pledged to “make inclusiveness for students, faculty and staff a growing reality, not a repeated cliché;”²
3. WHEREAS Clayton State University has made, and is making, substantial changes over time to incorporate the perspectives of colonized peoples;
4. WHEREAS Indigenous Peoples' Day is a day that aims to recognize and “commemorate the contributions of Native people”;³
5. WHEREAS Cornell University, University of California, Berkeley and other universities are officially recognizing Indigenous Peoples' Day in place of Columbus Day;^{4,5}
6. WHEREAS Hawaii, South Dakota, Oregon, Alaska, and Vermont do not observe Columbus Day, and many other states are considering renaming it;⁶ therefore,
7. BE IT RESOLVED THAT the Dean's Diversity Initiatives Committee (DDIC) urges the Faculty Senate to support Clayton State University's recognition of Columbus Day as Indigenous Peoples' Day and Fall Break as Indigenous Peoples' Reflection Period on any calendar distributed by the university, every year from this day forward.
8. BE IT RESOLVED THAT the DDIC urges Clayton State University to recognize Columbus Day as Indigenous Peoples' Day on any calendar distributed by the university, every year from this day forward.
9. BE IT RESOLVED THAT the DDIC urges Clayton State University to recognize Fall Break as Indigenous Peoples' Reflection Period on any calendar distributed by the university, every year from this day forward.
10. BE IT RESOLVED THAT the DDIC urges Clayton State University to offer more in-depth academic curricula regarding Indigenous and other colonized peoples in the Americas.
11. BE IT FURTHER RESOLVED THAT the DDIC urges Clayton State University to offer programming on the history of Indigenous peoples in Georgia and the Americas during the period of time surrounding the aforementioned period.

Respectfully submitted by Mari Ann Banks and Virginia Bonner, Co-Chairs of the Dean's Diversity Initiatives Committee on 4 Oct. 2018.

¹ <https://www.accessgenealogy.com/native/native-american-history-of-clayton-county-georgia.htm>

² CSU Strategic Plan, 2017, p. 4

³ <http://ipdpowwow.org/IPD%20History.html>

⁴ <http://assembly.cornell.edu/SA/20111201R28v2>

⁵ <http://ipdpowwow.org/IPD%20History.html>

⁶ https://en.wikipedia.org/wiki/Columbus_Day#Non-observance