



Faculty Senate Minutes 9/20/19

Call to order at 10:32

Read meeting agenda verse: (Revelation 7: 9-10, NRSV)

Prayer – Stephanie Geter

Resolution from two years ago read to give context to all senate members:

Original Senate Resolution (passed 12/6/17): WHEREAS the Student Government Association has requested the Faculty Senate to require faculty to engage in diversity training, and in light of the 2017-18 university passage of Micah 6:8 exhorting us to “do justice, love mercy, and walk humbly with our God,” We the Faculty Senate of Azusa Pacific University do hereby RESOLVE that beginning in 2018-19 all faculty, as educational leaders of the institution, will be expected to participate annually in discipline-specific educational opportunities and faculty development activities on campus to expand their cultural capacity in and out of the classroom in order to enrich the learning experience of all students.

We wanted this to be a faculty driven effort, rather than a top down requirement. We have charged the diversity council with a plan to realize that.

Loren Introduced guests:

Dr. Keith Hall – Vice President and Chief Diversity Officer.

Co-chairs of Diversity Council – Michelle Cox and Ron Jewe

New Business:

Increasing Cultural Capacity

Dr. Keith Hall – Also noted presence of Alan Oda (member of the diversity council).

Highlighted priorities flowing out of the diversity and inclusion division – Framework that serves as a premise for the resolution included in the agenda.

1. Demography at APU has shifted substantially. Since 2010 we have seen a drastic increase in terms of our student composition in both undergraduate and graduate student populations. We are unique as a CCCU institution with a diverse demography.
2. Shared a snapshot of enrollment data from last year.
 - a. First generation students have increased dramatically – in our undergraduate population over 1/3 of our population are first generation. (Definitionally this means that their parents have not earned an American Baccalaureate degree).
 - b. Commuter population has also increased dramatically in the undergraduate population. When we use the term undergraduate students we often think they are residential, but we now have many commuters. That population is largely of Hispanic descent.
 - c. Our minority population is now between 60-70 percent.
 - d. Clear mix of students all in the same place.

- e. Food insecurity and scarcity is real. Student affairs has launched a food pantry led by Dr. Elaine Richardson.
 - f. Graduate population – students of color in our MA programs is 50-51 percent and at the doctoral level 41%. We also have large military connections at both Azusa and the San Diego campus.
 - g. We also have LGBTQ students and students who are non-Christian. Intersectionality on our campus creates urgency for strategies to effectively cultivate this sense of community so that all of our students can thrive.
 - h. Increase in non-traditional students. (18-23 now not the norm)
 - i. Close to 58% of our students are students of color
3. We have Laurie Schreiner’s “Thriving” model that we can use as outcomes, but how do we get there?
 4. Expanding our faculty and staff development resources to increase intercultural capacity.
 - a. Intentionally using intercultural rather than multicultural. Intercultural is meaningful engagement.
 - b. How do I effectively engage with my diverse students, rather than just being aware that the population is there.
 - c. This will likely be a priority in the University Strategic Plan as well.
 - i. Senator noted that we have to embrace difference, it is not just ethnicity, and that the natural default is often race. But think of our Catholic students for instance who are often marginalized.
 - ii. Another senator noted – You stated, “I suspect that this diversity aspect will be a part of the strategic plan.” It is expected that you would be involved as the subject matter expert. Can you speak to that?
 1. Response: Dr. Ferguson is very big on consensus. The group on the strategic planning process is also diverse. That group dovetails with commentary from the president’s cabinet, so I will have input from that perspective. We have a lot of work to do, but we have made some incredible strides. I think it is good that students of color do want to come here. That is not true for our comparable institutions. We are having this conversation in senate when in some campuses that is not a conversation piece at all. Grateful that Dr. Ferguson has been explicit that diversity and inclusion must be at the center of a Christ-centered institution as a missional piece. I’m grateful we are having the conversation and the impassioned comments. It communicates engagement.
 5. Right now we only have a few formal forms of training for cultural proficiency. We have over 300 faculty and staff that have undergone diversity ambassador training. We also had Imago Dei transitioned over to diversity and inclusion recently. We would like alignment between the Imago Dei training for student leaders to be comparable to our faculty and staff training. Over 520 student leaders have gone through the Imago Dei training. That was facilitated by the Student Center for Reconciliation and Diversity. Supervisory staff were also present. We also have an online diversity training for adjuncts who want to transition into “senior” adjunct. Constructed by diversity experts on campus. We also have the diversity mosaic experience available. We are starting a

series this year on diversity in the classroom. Nori Henk will be one of our speakers. Katherine Ecklin will also be featured. Stephanie Fenwick will lead a session on meta-communication. Ed Baron, etc...

6. We need a multipronged approach/strategy. One training cannot serve as the silver bullet. We need a montage of different resources available for faculty and staff to use at their own pace.
7. Do we have some form of a self-assessment tool for a faculty member who doesn't know where they land on the cultural proficiency continuum?
8. Multi-ethnic leadership program. For some of our LatinX students they know how to navigate competing demands. How do we see that as an asset and invest in their capacity? Sometimes there is an insinuation that there is a lower aptitude with our students of different cultures or first-generation students. It isn't lower aptitude, it is not knowing how to navigate the system. Knowing who or where to go for help or to get things done.
9. Other items to place on our (senate's) radar – When you look at all populations on our campus: the two populations least successful are our men of color. Retention rate for Black men hovers at a 50% retention rate between Freshman and Sophomore year. For Latino Men it hovers around 63%. As we develop our climate to help our students thrive. We need to reallocate funding to amplify the men of color's success.
10. SCRD - There are a myriad of reasons – financial, sense of belonging, hard to reconnect with a student once they leave. We are taking a different approach this year. A strengths approach. We are going to meet with the men of color who have been successful and ask how they were successful. What tools were most useful for you to thrive and persist at APU? We can then share with incoming first year students.
11. Clarification. – Strength philosophy vs. strengths finder.
 - a. Senator questions – Do you expect the self-assessment to be available to the board all the way down to those of us on the ground?
 - b. Hope is yes, we want to make it a universal process. Even making a part of the onboarding process into the Institution.
 - c. Another senator – If I take the self-assessment and as a result create my own goal and then I want to sustain and engage, it is personally motivated. Once it becomes evaluative and systemized and I'm meeting a metric... rather than going on a personal journey and growth. Keep it a benefit and not a burden. Make it as personal motivation – Intrinsic rather than mandated.
 - d. Another Senator responds: The APU Diversity statement: There is a disturbing conflation between Whiteness and Evangelical Christianity. Even a belief in the Evangelical community that Jesus was White. Are we Evangelical? Also, we cannot perfectly evaluate our own biases. It doesn't work to look at things anecdotally. We need to interrogate our biases. It is hard. We have a fundamental and foundational challenge we haven't gotten to yet! The board of trustees drive the culture and that is who our University identity statement is speaking to.
 - e. Response: Belonging. How we use it. Can a student with our current positional statement, (can a student who is Muslim feel like they belong?), (Can a student who is LGBTQ feel like they belong?). We have surface levels of belonging (APU

t-shirts, key to dormitory, name on a roster). We do have students who feel marginalized.

- f. All last year we had a planning committee to evaluate how other institutions comparable to us are mitigating this issue. Affinity groups to support belonging and support the institutional values. To assist with cultivating belonging for our faculty and staff of color. Official launch will take place in October.
 - g. Senator notes: It is responsibility of faculty member to help students NOT to feel uncomfortable on our campus. There are a lot of people who won't have accountability when it comes to diversity training. "This is why the scale is wrong". Responsibility of faculty who teach students of colors need to do what students of color have to do: Figure out the culture of the room and respond to it.
 - h. Noted marketing issues. "I didn't realize what I was signing up for" and conservative students on the other end of the spectrum may have the same perspective. Comfort isn't the goal. Sense of belonging is. Also there is more than one kind of comfort. We must reach out to all students and make them feel like their voice is valued and heard. It is a necessary part. They need to feel some cognitive dissonance. Some discomfort is okay.
 - i. Note, Comparison to Faith Integration process. This kind of process can do the same thing. It isn't intended to be limiting, instead it is meant to be something that spurs continuous growth. Another senator: We don't want "benchmarks" like in Faith Integration. We aren't scoring our understanding of diversity. We are spurring yearly growth.
 - j. Discussion on Millennials and Generation Z... just knowing that diversity is larger than race again. Dr. Hall agreed – Part of the intersectionality of our students!
- We have an active hyperlink to offer suggestions in ways cultural capacity can be expanded in our academic arena.
<https://drive.google.com/file/d/0B38W130eF49-dDAtY3hmWmwtTTNnOV9lMmIzaEIXeEkxTW5n/view>
 - Explanation of the document. Basically it is suggested faculty develop opportunities we can use. How does the senate want to use the document? We hope you find a way to ensure all faculty use the document/activities.
 - We need to participate yearly. But we have choice (document above) how we participate. Some may think though that it may not be beneficial for everyone to participate every year. So an assessment could help us to decide that. We need to know where we are in the spectrum, and move from there.
 - Conversation is bigger than belonging. Thank you for passing the resolution (Senate 2 years ago). Kudos to Diversity Council for developing the resource to support the resolution.

Suggestion – Added on monthly department meeting – focusing on diversity. Intentional choices in department.

Suggestion to invite chairs council to really engage with this.

Chairs council will discuss this at their retreat on November 7th- Per Laurie Schreiner online.

Several comments on whether this should be done more overtly or more personally.
Departments should get involved, but we need a place we are going to from the strategic plan as well. We can ask for a report out from our chairs to see everything that has been done and how it has been implemented. We can assess it and decide how it's been successful!

We need faculty buy in regardless.
Also doing some of these things together will be community-building.

QUESTION for KEITH HALL:

Do we have issues on the Board regarding representation? –

Answer: There is an interest to diversify the board. We have received an email to nominate board members. We have received confirmation that those nominations are being vetted and are in process. It has been an expressed priority to widen the diversity of the board.

Aggressive approach to strategic planning!: Draft by January and final by April. Encourage that, but be patient. Is every team setting goals? Is that the charge? Loren ; Absolutely.

Question from constituents? Do board members have term limits? Loren: Yes, but they can vote to make exceptions to term limits. Do they have a handbook? Yes. They are in the midst of updating it however.

Lunch: 12:30 – 1:05

Reconvened at 1:05

Action Item on Diversity:

Resolution drafted over lunch : Be it resolved that we, the Faculty Senate, hereby accept the Cultural Proficiency Proposal created by the Diversity Council and we charge the department chairs to share the proposal with their faculty with a goal for immediate implementation. Faculty Senate further requests that the Chairs' Advisory Council report on implementation to Senate by the end of the academic year.

Motion to accept made. (Add who moved and seconded please)

Seconded

Discussion opened

Thoughts, questions, concerns. Senator: I appreciate the prescriptiveness about chairs reporting back. That provides great variance. Do we have guidance on that? Laurie has invited Loren to chair's council and he will participate in the discussion.

Are there best practices out there we could offer to the chairs as they move forward? Answer: discipline specific.

Will this eventually get added to the faculty handbook? Answer: right now not a change to the handbook, just a resolution and will of the senate.

Should we add some whereas statements as some sort of guidance? Loren: I think it follows the original senate resolution which we can provide for context.

Noted by Laurie online: there are senators on the chairs' council so context will be provided. She also noted that inclusive pedagogy is a best practice and will be taken into account. Ed Baron also noted that he is on chairs' council as well and he and Laurie did draft the original resolution. Context will be provided.

Response: specific item in response to our resolution two years ago. What we are saying is that we are accepting the proposal and that we want the chairs to implement it and report back on how it was implemented.

Doesn't feel empirical enough as a process at present. Can we make it a grounded theory approach? What results are we asking for?

Answer We could create a task force.

We are on the verge of doing something... rather than nothing. I'd prefer we do something.

Chairs can be the moderating body of this.

At end of discussion: Vote.

Resolution passes unanimously, no nays, no absentions.

Came back to Announcements:

Academic reorganization taskforce update: Christina Bovina-Telez – Chair of taskforce

We want to have a cross-validation of how we are currently organized and share faculty ideas to the think tank. Christina has in fact been added to that think tank so that we work with the provost's think tank. We wanted to speak into the process of reorganization. The audience is the strategic planning theme team. Christina noted that there are gaps in the task force. So for example, she doesn't have anyone from business. Academic cabinet came up with an academic restructuring plan that we have not spoken into yet. Provost shared that it is meant to spur discussion and collaboration. We want to speak into it. We want to find synergy between different proposals. Question, will we be

reorganizing? We will likely have some changes in the strategic plan. Do we have access to the provost's proposal? It was partially shared at the chairs' advisory council, but has not been publically shared and we would rather start with proposals that are more collaborative. Taskforce does not currently have access to the plan, but can ask.

Bottomline – will you have voice and will it matter. Is this going to the President? Moderator had a meeting with the president this morning and yes, our voice will be heard in this process.

Is undergraduate going to be the priority it needs to be? Are we neglecting undergraduate. Ethan has been a strong advocate for undergraduate programs and GE in the strategic planning process.

How did the academic plan happen? What was the breakdown in internal control that allowed a whole other plan to be unveiled in the academic cabinet? Details of a plan should not already have been revealed.

Additional questions centered around confusion over the provost's think tanks.

Invite President to the second meeting in October.

Having steering committee meet with the provost was fruitful.

Motion to move to executive session.

Seconded

Discussion on it.

Vote: Unanimous moved to executive session

Friendly amendment to add guests.

Moved out of executive session.

Contract taskforce update: Josh Morris – chair of taskforce.

We don't want to lose another year waiting on FES/Interfolio changes. Board wanted to wait until a new president was in place to implement. President Ferguson is okay with some concurrent changes with the strategic plan. Hopefully we will see new preponderance of evidence model as one of those concurrent changes. 4 people on contract taskforce so far. We need recommendations on how we want to move forward on contract negotiations. Three more senators added.

Time is up. Remaining items taken up at the next meeting. Dismissed at 2:09 pm.