

**FACULTY SENATE STEERING COMMITTEE MEETING
DECEMBER 3, 2013 – 3:00 p.m. – Room #111 Aime**

APPROVED MINUTES

ATTENDING: Steve Miller, Donna Meester, Rona Donahoe, Mangala Krishnamurthy, Clark Midkiff, Margaret Garner, Rainer Schad, John Vincent, Melondie Carter, Joanne Hale, Charlotte Herrin, Amy Taylor, Steve Burch, Ed Stephenson, Carol Duffy, Pat Parmelee.

ABSENT: Jeannine Lawrence, Reuben Cook.

GUESTS: Cresandra Smothers, Dialog; Norm Baldwin, Task Force.

Roll call and quorum check by Faculty Senate Secretary Rona Donahoe.

The Faculty Senate Steering Committee meeting minutes of November 5, 2013 were approved.

President's Report – (*Steve Miller*) A reporter from Al Jazeera media questioned President Miller if the funds received from the future football playoff system would include distribution to academics. The UA Athletics Department contributes to academics one million dollars a year, however, any additional funding would certainly be welcomed.

Dr. Jo Bonner, UA System VC for Governmental Relations and Economic Development, will attend the Faculty Senate Steering Committee meeting with Provost Joe Benson on December 12th.

In a meeting with President Bonner, President Miller discussed the addition of “gender identity and expression” being added to the list of things without discrimination. The UA equality statement includes all students, specifically sexual orientation.

The non-smoking campus issue continues to be pursued.

Dr. Norm Baldwin, President of the Faculty Senate Task Force, will speak and give a progress report to the Steering Committee a little later in this meeting.

Vice President's Report – (*Donna Meester*) No report.

Secretary's Report – (*Rona Donahoe*) A Faculty Senate Steering Committee attendance report was distributed. The Faculty Senate absence policy does not apply to the Steering Committee however, being present at each meeting is important.

Twelve new robes purchased by President Bonner were received for the Karen Steckol Regalia Project. This has been very successful with five checked out this week for December's commencement. President Miller will send a reminder email to the faculty concerning commencement.

Information Technology – (*Mangala Krishnamurthy & Clark Midkiff*) The Information Technology Committee will set up a meeting with Vice Provost of Information Technology, John McGowan and Office of Technology Executive Director, Patty Benton.

Legislative Agenda – (*Margaret Garner*) The Higher Education Partnership membership drive will begin with a meeting on December 17th of Faculty Senate officers, the Office of Professional Staff Assembly, the External Vice President of SGA Parker Graham and Cliff Davis of the Alumni Office. These representatives will meet with the Higher Education Partnership staff to develop a model membership drive that will be sustainable on an annual basis and be a blue print for other institutions to follow.

Dr. Norm Baldwin reported the Task Force has now met five times to establish priorities. In these meetings the committee discovered there was a lack of information prohibiting the establishment of those priorities. A non-inclusive list of those to be invited to speak at the meetings was distributed. The name of the task force committee is “Faculty Senate Task Force for Excellence in Equity, Inclusion, and Citizenship. Speakers for today’s meeting will be Tim Hebson, UA Dean of Students; Lynda Gilbert, VP for Financial Affairs; and Dana Keith, Associate VP for Financial Affairs. One of the goals of the Task Force is to be a paragon of excellence and to be consistent. Their individual meetings will continue and will include listening and public sessions. Other points of discussion included faculty surveys, reporting process, city and campus elections, informing the broader faculty of progress, Faculty Senate feedback and direction. It was suggested to share with the faculty the details of Greek organizations and rush process. Suggestions were made to improve the SGA elections including secret ballots, multiple polling booths and voting sites, enforcement of violation consequences, electronic voting and software. Announcement of change should be made in January along with a public forum since elections are held in March. The Task Force will take these suggestions to their group for discussion and direction and will be reporting back to the Faculty Senate.

Financial Affairs – (*Reuben Cook & Rainer Schad*) No report.

Academic Affairs – (*John Vincent & Pat Parmelee*) Pat Parmelee has been elected to fill the co-chair vacancy left by the resignation of Sierra Turner due to a family situation.

The Faculty Senate passed a “Philosophy of Undergraduate Students” resolution a few years ago to be included in the student catalogue. It was not included but a link could be placed on the student catalogue page to this resolution. It is on the Provost’s web page.

Student Affairs – (*Melondie Carter & Joanne Hale*) This committee will meet next week with Mark Nelson, Vice President of Student Affairs, to begin the process of establishing the student application project. This project will make scholarship information available when the student enters their academic qualifications.

Joanne Hale and Melondie Carter have been invited to attend and present their role as co-chairs of the Faculty Senate Student Affairs Committee to the first meeting of the Student Affairs Leadership Team.

The Alabama Reach program in joint sponsorship with the Office, Clerical and Technical Staff Assembly will have a reception for students at Ferguson from 5:00 until 7:00 P.M. Gift cards have been donated in the amount of \$2,000 at this point.

Faculty Senate Governance – *(Charlotte Herrin & Amy Taylor)* The nominees for the vacancy on the “Faculty Participation in the Selection of Deans and Department Chairpersons and in the Evaluation of Academic Programs Committee” are as follows:

Joe Burrage	Asso. Professor	Capstone College of Nursing	Nursing
Ibrahim Cemen	Professor	Arts & Sciences	Geo. Sciences
Nitin Chopra	Asso. Professor	College of Engineering	Met.&Mat.Eng.
Douglas Gibler	Professor	Arts & Sciences	Pol. Science
Patricia Parmelee	Professor	Arts & Sciences	Psychology
Karen Salekin	Asso. Professor	Arts & Sciences	Psychology

The election will be held at the Faculty Senate meeting on December 10th.

The School of Social Work after forming their own task force committee has resolved to make formal efforts and comprised a resolution to move The University of Alabama toward support of the University’s commitment to diversity. The documents are as follows:

Important Points about Diversity Designated Courses and a Resolution

1. In response to recent campus attention to diversity issues, several faculty members in the School of Social Work met to discuss how we might respond.
2. One idea we had was to propose that undergraduates be required to complete some courses that have education regarding diversity as one of their objectives.
3. We developed a proposal and then we drafted a resolution regarding the proposal. Faculty at our November faculty meeting unanimously voted in favor of the resolution (attached).
4. The proposal drafted by the small group of faculty is also attached, as is a draft checklist that could be used by the Core Curriculum Oversight Committee.
5. We would like to advance our resolution to the faculty senate and subsequently to the provost for consideration and we would like widespread campus support for the idea of diversity-designated courses to become a part of the core curriculum.
6. We hope that you will discuss the idea with your colleagues. It would be wonderful if your unit would agree to a similar resolution. The proposal is a sample of what could be done and we realize that if our idea comes to fruition, many others will have a voice in the proposal that reaches the provost. We would be happy for you to use our (School of Social Work) resolution or draft your own and to use our (faculty group) proposal and checklist or modify it or draft your own.
7. Our idea will be brought to the attention of the Senate Steering Committee in December and we hope it will go to the full Senate in January with the support of additional campus units.

 Background for Resolution:

In the fall of 2013, faculty in the School of Social Work began discussion on a resolution concerning initiatives to support the University's commitment to diversity. This resolution, developed by these faculty members, was written in support of the inclusion of diversity designated courses in the core curriculum. These faculty members discussed the pros and cons, as well as, researched the current campus policy, along with those at other colleges and universities. Consequently, the following resolution is brought before the School of Social Work:

Resolution:

The School of Social Work faculty at The University of Alabama supports the inclusion of Diversity Designated (D) courses in the core curriculum as well as considerations of provisions deemed necessary and feasible to implement this requirement. Please see attached for a proposed rationale and method of implementation.

Diversity Designation Proposal

In accordance with The University of Alabama's mission to "advance the intellectual and social condition of the people of the state" and the University's commitment to diversity, this proposal outlines a specific and intentional educational initiative to support attainment of the goals described in the University's Strategic Diversity Plan (SDP). The inclusion of Diversity Designated (D) courses in the core curriculum will provide structure, accountability, and administrative oversight of the courses designed to assist students in demonstrating "awareness and appreciation of cultural and individual diversity, promoting community and tolerance, and preparing students for the global society in which they will live and work" (Goal #2 SDP).

Currently, the University provides a list of 430 courses entitled "guide to courses with diversity and multicultural content." While this listing documents broad attention to the idea of diversity in the curriculum, it does not provide a clear definition of "diversity or multicultural content" nor does it outline common learning outcomes that should be accomplished by students who complete the courses. This list also lacks the administrative supervision of the Core Curriculum Oversight Committee.

Eleven flagship universities and/ or major universities in the southeast have included diversity requirements in their general education curriculum: The University of Florida, The Florida State University, The University of South Florida, Florida International University, The University of Georgia, Georgia Southern University, The University of South Carolina, Texas A & M University, Vanderbilt, University of North Carolina at Chapel Hill, and Tulane. It is time for The University of Alabama to be among these leaders.

In order to ensure that the graduates of The University of Alabama acquire an awareness and appreciation of cultural and individual diversity, this proposal advocates that all undergraduate students be required to study cultural diversity within a domestic or global context. The following is a description of the proposed Diversity Designation (D) requirement:

Those courses granted the Diversity Designation must enable students to acquire and demonstrate an awareness and appreciation of cultural and individual diversity, and promote a sense of community, tolerance, and inclusivity. The courses must be designed, in part, to prepare students for enlightened global citizenry.

To earn the Diversity Designation (D), courses would be required to meet the criteria provided in the Diversity Designation (D) checklist (attached). It is envisioned that many courses will have multiple core designations, thus not adding to the number of credit hours required for graduation and likely not eliminating free electives from a student's schedule.

Students would be required to successfully complete a total of six (6) credit hours of Diversity Designated (D) courses. The initial (3) hours would include approved D-designated courses at the 100 or 200 level; the subsequent 3 hours would include 300- and 400-level courses, preferably within the student's major, with the D designation.

The Diversity Designation supports attainment of all five University Strategic Diversity Plan goals:

Goal 1: Communicate The University of Alabama's commitment to diversity as part of its educational mission

The core curriculum is probably the clearest articulation of the University's educational mission; it is also highly publicized and is accessible throughout the local and global community. The inclusion of a diversity requirement would provide another illustration of the University's commitment to diversity in clear, consistent and measurable terms.

Goal 2: Create and sustain an inviting, respectful, and inclusive campus environment that enhances awareness and appreciation of cultural and individual diversity, promotes community and tolerance, and prepares students for the global society in which they will live and work.

The inclusion of a diversity requirement communicates the importance of cultural and individual diversity to all of the University's students. Also, the classroom experiences will provide all of the students with unique learning opportunities that may not otherwise occur. All students will have a structured and purposeful opportunity to develop their understanding of issues of related to race, religion, ethnicity, gender, class and or sexual orientation.

Goal 3: Increase diversity within the University's faculty and senior level administration to ensure that students are exposed to and learn from individuals from a variety of backgrounds and experiences, and consequently graduate with a better ability to understand, appreciate, and contribute to a global society.

While The University of Alabama currently offers an impressive array of courses that include content appropriate for a Diversity Designation, it is possible that the inclusion of a diversity requirement would provide an opportunity for even more courses. These additional course offerings would also provide more opportunities for faculty and administrators from a variety of backgrounds to share their unique experiences with the students and the university community.

Goal 4: Increase diversity within the University’s student body to enrich the learning environment, foster more informed and open perspectives, promote community, and better prepare our students to live and work in an ever-expanding global environment.

The inclusion of a diversity requirement has the potential to attract a more diverse student body through the overt illustration of the University’s commitment. The diversity requirement communicates to students that The University of Alabama is a campus that values inclusivity and tolerance.

Goal 5: Annually review goals and assess effectiveness of action steps and initiatives in enhancing diversity within our educational mission.

Each year, each division prepares a report outlining progress toward the first four goals. Adding the diversity designation and requirement would enable divisions to provide additional specific and concrete data about diversity accomplishments. In addition, program and department chairs regularly review the courses in their programs that have core designations. The Core Curriculum Oversight Committee also reviews core designated courses every five years.

Example of Approved Checklist for D-Designated Courses

Courses being considered for the Diversity (D) designation should deal with awareness and appreciation of cultural and individual diversity.

<i>The fields below that are shaded in yellow should be completed by the person submitting the designation:</i>		
Date Submitted		
Course Number		
Course Title		
Catalog Description		
Department Chair		
		Reviewer
If this is a renewal, has this course been revised since the designation was approved?		
A copy of the requirements for a D-designated course will be provided to each individual who teaches this course.		
Multiple sections taught by various instructors will all meet the minimum requirements for the D-designation described in this proposal/application		
If cross-listed, written statement that materials submitted for cross-listed courses apply to all departments involved in teaching the course <ul style="list-style-type: none"> Identify other course listings by prefix (es) and number(s). 		
<i>Please indicate the required syllabus components below by number next to the relevant portion of the syllabus.</i>		
<i>The fields below should be completed by the course instructor:</i>		

1.	The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge of values, attitudes, and norms that are associated with cultural differences.		
2.	This course encourages students to recognize how social roles and status affect different groups in society and to distinguish opportunities, challenges, and constraints faced by various groups.		
3.	The course deals substantially with the study of cultural and ethnic diversity, including, but not limited to, race, religion, ethnicity, gender, class, and sexual orientation.		
4.	The course deals substantially with the full range of human groupings and understanding of cultural perspectives as well as the complex relationships among them.		
5.	The course is a survey of how racial, ethnic, religious, social, cultural, economic, and political differences have influenced the modern world. For 100 & 200 level courses only		
6.	This course includes an in-depth study of how racial, ethnic, religious, social, cultural, economic, and political differences have influenced the modern world. For 300 & 400 level courses only		

These proposals would establish “D” designated credit courses to be required and interwoven into some of the courses. The University offers courses with diversity and multicultural content but a clear definition is not provided. Many institutions have this in place and this would place UA on the same level. An option would be a program such as an online course. The details of implementing such a proposal were discussed.

The Academic Affairs Committee will be assigned this proposal.

Research & Service – (*Steve Burch & Ed Stephenson*) A meeting with the new Vice President for Research, Dr. Carl Pinkard, will be scheduled in January to discuss his plans and goals for the future.

Faculty Life – (*Carol Duffy & Jeannine Lawrence*) No report.

Other Committee Reports –

The Faculty Staff Benefits Child Care subcommittee met last week. Cori Perdue also met with the committee. The question was asked why the University does not have a Work Life Coordinator and this will be pursued. Child care facilities and models are being considered. Recommendations will hopefully be presented by the end of the academic year.

The Lab Safety Committee will be requesting the status of a University Standing Committee.

The Faculty Senate Steering Committee will be meeting with the Provost on December 12th.

The Twelve Days of Wellness will be held at the Coliseum from 10:00 until 2:00 P.M. on December 4th with emphasis on decreasing stress during the holidays.

Meeting adjourned 4:35 P.M.