

**Academic Assembly**  
April 10, 2017  
2:05 – 3:35pm, STCN 130

**MINUTES**

Present: Sarah Bee, Rick Block, Pat Buchsel, Brooke Coleman, Leticia Guardiola-Saenz, Kate Koppelman, Chuck Lawrence, Viviane Lopuch, David Neel, Michael Ng, Erik Olsen, Tracey Pepper, Charles Tung, Dan Washburn, Braden Wild, Tina Zamora

*Minutes taken by Rosa Hughes*

- I. Review of 3-27-17 Minutes
  - A. Approved with no oppositions or abstentions
- II. Review of Policies
  - A. Degree Requirements 75-01
    1. PEP approval was removed, now up to school/college to determine if nine credits transfer can be applied to degree
    2. Motion to approve
      - a. Approved with one abstention and no oppositions
  - B. Second Degree and Double Major 76-2
    1. Reverse change made last year
    2. Still needs to be revised, will come later
    3. Motion to approve
      - a. Approved with one abstention and no oppositions
- III. Ombuds Office Discussion
  - A. Motion via email on 3/31/17

*The Ombuds office was a product of AcA initiation over an extended period of five years. The continual and uninterrupted function of the Ombuds office is in the best interest of the faculty. The AcA, the faculty voice Seattle University, wish to affirm the following:*

    - 1. The Ombuds office serves an important function for the university faculty. We see its increased utilization being a positive sign that members of the community are finding the office to be a useful resource aligned with tasks articulated in the job description.*
    - 2. The Ombuds office follows the International Ombudsman Association Code of Ethics and Standards of Practice. Its independence is essential to the effective functioning of the office.*
    - 3. The Ombuds office needs to be sufficiently funded to effectively serve its function. It is essential that no further cuts be made to its budget this year and we urge for the restoration to the prior level when possible.*
  - B. Discussion
    1. Important to support the office (professional development, etc.) because of its isolation, only a .5 FTE position
    2. Cases on record are rising each year
    3. Practice at most universities is to report to President, at SU the position reports to CFO
    4. Not sure how specific of an issue this is – we do not have final budget and need to consider who the audience of this statement is
    5. Multi-dimensional issue, we need to know exactly what is happening with the budget before approving

6. Suggestion to add to Canvas discussion and then bring proposed language and edits to a future meeting
- IV. Chief Diversity Officer (*Natasha Martin*)**
- A. Overview**
1. Work focused on aligning mission with reality of experience of faculty, students, and staff (classroom experiences, co-curricular experiences)
  2. Merge student experience piece with academic affairs piece – thinking holistically about students’ experiences
  3. Particular area of concern for our institution: very silo-ed in our work
  4. Part of the work of CDO office is to encourage collaboration and cross-campus work
  5. Not a top-down model, instead a partnership model to investigate the cultural climate
  6. This kind of work is a long-distance race, thinking about how and why
- B. Issues**
1. What we experienced last year with student activism in MRC, Education, and Law did not come out of the blue – there were systemic issues that led up to that
    - a. Now awareness has been intensified by the recent election
    - b. We are at a place of trying to figure out how best to advance the goals of diversity, inclusion and equity across campus
  2. We don’t have a good mechanism for dealing with incidents that happen that impact the campus climate
    - a. CDO has worked with stakeholders across the institution to put together a response system/protocol to centralize capacity to respond
  3. What are the best avenues for engendering dialogue across campuses
    - a. How to embed into the character of the institution – paradigm shift
    - b. How to best harmonize open expression and inclusion – approached through an intersectional lens
    - c. Need to weigh free speech with inclusion
    - d. Hearing from students and faculty – difficult to respond to the range of emotions and ideas coming to the fore in the classroom
- C. Discussion**
1. Name pronunciations, place of origin can be place of sensitivity for students
  2. Students reaction to Muslim ban was strong, especially of those of Middle Eastern ethnicity
  3. Seek ways to bring together free speech and inclusion instead of assuming trade off
  4. Educating faculty in a place where there is no shame can also lead to collective change
  5. Shared norms need to be updated
  6. Rising tension among students that the views of certain students make others uncomfortable in the classroom
  7. Identifying areas of “invisible neutrality” – people who excuse themselves from the discussion because they believe their area is “removed”
  8. For a long time, SU has thought of faculty development as individual and not devoted to pedagogy and how to teach, this needs to be owned by chairs and deans
  9. Institution has routinely been reactionary, the work is now focusing on how to make this the fabric of what we do instead of trying to clean up after the fact
  10. How to create a change – voice, community, dialogue, accountability
  11. Need to disrupt existing habits
  12. Need to stop “pretending” that we know how to deal with every situation or tension that can arise in the classroom

13. Need a structure for reporting offensive behavior, incivility
14. Use the mission to inform the way inclusion is approached
15. We can set up an ethos of who we want to be and how, but reality happens too – how do we approach that and where is “the line”?
16. Transgender student issues – pronoun usage and how to handle it in and out of the classroom
17. Hope we remain philosophical about some of the issues
  - a. Classroom climate and course content are tied into each other but there are questions of who should be “allowed” to teach what
  - b. The idea that we don’t want learning to be a safe process – one person’s safety is another person’s harm sometimes

**V. General AcA Issues**

**A. AcA Law School Representatives**

1. Brooke Coleman is moving into Associate Dean role in the Law School, has one year remaining on AcA term
2. Also, John Strait leaving AcA next year (three year term is complete)
3. If Brooke has to step down from AcA position due to associate dean position, AcA will have no continuity of law faculty
4. Although AcA made an exception this year to have Dan Washburn continue as the MRC representative during associate dean role for extenuating circumstances, the practice in the past has been to replace those who move into associate dean roles (for example, Trish Henley from NCS)
5. It is not codified in the bylaws either way, but the process needs to be regularized
6. Motion to vote to approve Brooke’s continued role on AcA next year and consider changing the bylaws
  - a. Approved with one abstention