

CAC meeting November 1, 2018

321 Linton Hall, 3:15-5pm

Present: Susan Bandes (AAHD); Danielle DeVoss (WRAC); Karen Kangas-Preston (THR); Jon Keune (REL), John Rouk (RSC); Suzanne Wagner (L&L); Kyle Whyte (PHL); Jeff Wray (ENG/Film); Jared Talley (PHL GRAD), Chantel Booker (ATD, Ugrad); Sherry Stevens (THR, Staff Rep)

For CAL: Dean Christopher Long

1. **Call to order:** Danielle DeVoss, 3:15pm.
2. **Approval of agenda.** Motion S. Bandes , 2nd J. Wray to approve the agenda as presented; approved.
3. **Approval of October 4, 2018 minutes.** Motion K. Whyte, 2nd S. Bandes to approve the minutes as submitted. Discussion: add John Rouk as present. Approved with this change. Thanks to Suzanne Wagner for taking October minutes.
4. **Dean's Remarks.**

With the upcoming retirement of Kirk Kidwell, IAH Director, Dean Long is looking for advice on: how to empowering faculty (FT and TS) around undergraduate mission and the buy-in to IAH curriculum/our ability to bring core liberal arts values into lives of students.

- The impression is that this is a service job to most faculty
- doesn't feel like we're taking the opportunity to transform lives of students and to teach them skills of critical thinking, differing and disagreeing but still conversing;
- Representatives shared IAH teaching practice in their area—who is assigned the courses (what rank), how many courses are taught, perception of teaching assignment
- Concern with need to offer unit core classes and struggle with balancing core classes and CAL requirements, especially in units with smaller numbers of faculty
- Discussion:
 - whether there is an opportunity for team teaching across disciplines (making for more truly integrated courses),
 - whether “incentives” should be given to those who teach integrated courses vs. seeing these courses as important aspects of general education,
 - how the integrative studies courses can become less “siloed” across IAH, ISS, ISP, ISB;
 - how advising can help students know what options of topics in IAH (and other integrated studies courses) to get them into classes they have interest in and not just those that fit the schedule
 - the importance of the style of teaching that IAH provides and how it can be an important part of the graduate student teaching experience; can graduates be given more follow up to help frame the opportunity within their individual goals;
- Brief discussion on what the replacement position for IAH Director can and should be (appointment type, what leadership goals should be part of the job description, what is the desired background for the applicant)

- Will continue discussion on undergraduate educational goals in the college and how IAH fits that next month
5. Status updates.
- a. AAAS department proposal.
 - a. Submitted proposal along with CAC letter of support to the Provost; Chairs also wrote a letter of support for AAAS that was submitted (although some hesitancy because they had not had a chance to discuss earlier); Provost Youatt will present Tuesday to the Steering Committee and they will decide which committees it needs to go to from here.
 - b. Relationship violence and sexual misconduct (RVSM) task force charge, purview, scope, etc.
 - a. Xhercis Mendez is on campus today; she will be asked to lead the task force (she is on a 3-year consultantship with MSU for this); Xhercis joined the meeting to share information on Transformative Justice;
 - b. Transformative justice—is a liberatory and nuanced approach to violence that seeks safety and accountability for those who are harmed without penalty to those who caused harm. Not vigilante-ism; not relying on policing: these models do not reduce the violence we see. Transformative Justice is about exploring a range of creative interventions that allow violence to stop and a long term plan for ending the behavior. Core beliefs:
 - i. transformation is individual and structural (need to improve the structure that allows violence to happen)
 - ii. Punitive approach doesn't get to the kind of justice survivors are asking for
 - iii. Conflict resolution skills need improvement in order to solve problems
 - iv. Healing is an important component and a preventative strategy for continued violence
 - c. Transformative justice can be used for more than RSVM; it's focus is addressing conditions that make violence possible; Attending to what the individual AND the collective need without sacrificing either; finding balance
 - d. How are we framing the charge for the committee? How can survivors be included as part of the solution? How can we create space for healing? How to deal with inconsistencies in Title IX reporting and when that fails or doesn't meet the "rules" of Title IX?
 - i. Committee members: need to think larger and look at ways of transforming the structure; addressing RVSM issues will also change the structure and can eliminate/prevent other problems (ie: all situations that involve lack of consent and power imbalance)
 - ii. An intersectional approach is best; by addressing the topic, we are addressing the culture;
 - e. Goal for the committee to start work? Spring;
 - i. Dean Long's meeting with Xhercis this morning gave more structure to the idea;
 - ii. Suggestion to get the committee formed soon to have faculty voice in it;
 1. approach has to be trustworthy; need to be intentional about community that is being built; that they understand goals

- 2. We are not ready to create the conditions that make transformative justice possible; clarity of what that would look like at an institutional level;
 - iii. How much of the approach needs to be clinical and how much in thinking about cultural misunderstanding and language?
 - 1. Part of what transformative justice does is show that we all have the ability to problem solve and don't need the clinical expertise;
 - f. Maybe it isn't a task force? What can we call it that makes it more true to TJ approach? Task force puts an institutional stamp on something that maybe we want to avoid;
 - g. Start with relationships that are already there to make it the strongest; begin from a place where people are already strong; places where this is starting to emerge— identify those, and bring them together in a deliberate way;
 - h. There is an immediate need, but cannot solve immediately for long term effectiveness; it's not a bandaid approach; short term solutions harm the long term goal;
 - c. Staff representative to CAC.
 - a. Sherry Stevens from THR was elected by the staff to sit on the CAC
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6. Discussion and action items.
 - a. Discuss date change for fall CAL faculty meeting > date under discussion: afternoon of Friday, November 30 (Art History has an event that afternoon that poses a conflict; Philosophy has an event that day that poses a conflict). Waiting until January? January 11 or 18 are best dates;
 - a. Are there critical issues that must be discussed? Transformative justice idea;
 - b. Do we do TWO (December and January) so people can go to one or the other? Dean Long likes the opportunity to have conversations with faculty so date(s) that allow the most to attend are best.
 - i. November 30, 3:30-5pm; January 11, 9-11:30am;
 - b. Draft agenda for CAL full faculty meeting.
 - a. Transformative justice presentation; suggest that Xhercis skype in.
 - b. Karen and Danielle will draft agenda and send to CAC members.
 - c. Discuss RPT nominees (materials from six faculty; need to select four).
 - a. Continuing WRAC, PHL
 - b. Recommend:
 - i. Ned Watts (full prof),
 - ii. Paula Winke
 - iii. Jon Frey
 - iv. Alison Dobbins
 - d. Discuss further L&L questions related to departmental and/or college procedures for assigning rank for open-rank faculty hires.
 - a. Sore point that SLS (second language studies) has been denied a department status when AAAS was given it; have they done a formal process to CAL? Not sure? Is it a size question? Let them know what AAAS did for the process;

- i. Didn't get a chance to discuss; tabled to December meeting

7. New/other business.

None.

Motion S. Bandes, second J. Keune to adjourn. Meeting Adjourned 5:02pm

Submitted: Karen Kangas-Preston, CAC Secretary