

8:30-10:00am, Lynch Center, Fulton 515

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## In Attendance

Anthony Annunziato (MCAS Biology)	Patricia Lowe (OID)
Sharon Beckman (Law, Chair)	John Mahoney (Provost)
Joe Carroll (Provost)	Gilda Morelli (Lynch)
Mary Ellen Carter (CSOM)	David Quigley (Provost)
Shawna Cooper-Gibson (OSA)	Tracy Regan (MCAS Economics)
Kirsten Davison (SSW)	Diane Ring (Law)
Joe Du Pont (Career Services)	Ronnie Sadka (CSOM)
Michelle Elias-Bloomer (Woods)	Akua Sarr (Provost)
Yonder Gillihan (MCAS Theology)	David Scanlon (Lynch)
Kate Gregory (CSON)	Billy Soo (Provost)
Stacy Grooters (CTE)	Julia Spagnola (UGBC)
Fr. Greg Kalscheur, SJ (MCAS)	Samantha Teixeira (SSW)
Carrie Klemovitch (OSA/EVP)	Jean-Baptiste Tristan (MCAS Comp Sci)
Jonathan Laurence (MCAS)	Sasha Tomic (Woods)
	Tom Wall (Libraries)

## Unable to Attend:

Kelby Bibler (Student)	Tom Kohler (Law)
Tom Chiles (Provost)	Karen Lyons (CSON)
Andrew Davis (STM)	Monica O'Reilly-Jacob (CSON)
Angela Harkins (STM)	

## Approval of Minutes

- The minutes from the February 3, 2022 meeting were unanimously approved.

## Presentation: Student Affairs Diversity & Inclusion Framework

Sharon introduced today's guest speakers: Shawna Cooper-Gibson, VP for Student Affairs, Carrie Klemovitch, Special assistant to the VPSA and soon to the EVP, and Patricia Lowe, AVP for Institutional Diversity, and thanked them for joining us.

- Shawna started by introducing a new, multi-year diversity and inclusion framework that the Office of Student Affairs (OSA) is launching for the freshman class of 2026. With the presentation, she hopes to elicit feedback from the Council members.
- The goal of the framework is to onboard students over 4 years and not just their freshman year. It starts by connecting to the mission of the university, which is to help students cultivate their own identity and promote a diverse culture of inclusion and belonging.

- How do we onboard students? Among the new initiatives are to enhance community building even before orientation by getting the alumni office involved to expand their freshman student send off, now done in select cities, to more areas and include additional activities in the send-off, e.g., a shared volunteer service activity. Another initiative is to engage with Mission & Ministry to include conversations on diversity & inclusion in their programs. Also in the works in the Weeks of Welcome is to have a speaker on diversity & inclusion (Rev. Jamie Washington will address the first-year class). There would also be a week-long CURA series of conversations on a variety of topics, e.g., one day would cover specific identities, a second day might cover microaggressions, a third day on being an ally, and a fourth day would have students share their diversity (socio-economic status, race, gender identity, geography, body type). Conversations would be held on each floor of their residence hall to build community and trust.
- Another objective of the orientation is to help students connect the dots across the university and not just focus on the work of the Office of Student Affairs. In the first year, attention would be directed at the following programs:
  - Bystander training
  - BRAVE (Becoming Real Advocates for a Vision of Equity) conference
  - Racial Identity Development Experience (RIDE) workshop
  - Mentoring programs – FYE, Bowman Advocate
- One goal is to create more structure around programs so that students can't just opt out. One way to accomplish this is to replace the single, pre-enrollment diversity.edu training module with a suite of shorter, more focused modules (e.g., Get Inclusive: a series of shorter modules that are 20-40 minutes long). This would also be done with the alcohol and bystander intervention modules. There would also be more follow-up conversations beyond what the current modules offer.
- Another initiative is to elevate the ethnic heritage months. There would be more programs for faculty and staff to better model for our students, and an expansion of the IDI (Intercultural Development Inventory) program.
- Questions from Shawna: How do we build greater awareness of these programs? Are we using the right and consistent language? How do we keep students on track? How do we assess and evaluate that the program is working?
- A council member asked how we can encourage students to talk to one another because they seem to be afraid to speak up. This is a problem given the diversity of backgrounds of everyone. Part of it is the cancel culture. Shawna replied that the framework seeks to provide students with different opportunities to engage in these difficult conversations.
- A council member asked that graduate students share in this experience. Shawna agreed, and said that we would include graduate students and particularly international students. Patricia added that the IDI lends itself well to international and graduate students.
- A council member suggested that OSA build a connection with faculty who are teaching first-year classes, and try to integrate some of the goals and content that the program is providing with whatever is covered in the classes. A council member stated that that our first-year students don't all take freshman classes in their first year. Some faculty may also not be comfortable engaging in some of these conversations. If not all classes can integrate them, perhaps some key classes that can better handle this integration can be identified.

- A council member noted that in identifying markers for success, the group should be mindful that they may miss those who were not able to participate in these programs because of physical limitations or mental health challenges.
- A council member said that the seniors leading the PODS discussions in the Complex Problem Courses enjoy leading them because of the opportunity to reflect on their early year experiences at BC. She suggested giving upper class students an opportunity to share their reflections with the freshmen.
- A council member asked if Woods undergraduate students would be able to participate in these programs. Shawna said yes.
- A council member mentioned that we should engage in these conversations with majority group students who don't know how to address what their culture is, and are often described as only being the oppressors.
- David asked how we can better integrate some of these programs across all four years. While freshmen can be better engaged because of their initial orientation and introductory classes, this is more of a challenge for upper class students.
- Shawna distributed a MyBC Pathways handout that is meant for students at every year level and asked the group to provide feedback on what additional programs to include.

## Discussion: Reflections on the PAC's way of Proceeding

- Sharon started by discussing how faculty can have a greater voice and engagement on matters that relate to them through the PAC. One way is for faculty to play a bigger role in raising topics and ideas to the PAC that can be discussed and brought to the attention of colleagues in the administration.
- David provided a historical perspective on how the PAC came about from the Academic Vice President's Advisory Council. He mentioned how sub-committees were formed in the past, e.g., a faculty handbook committee, some of which are no longer as active. Billy talked about how policies are formulated and deliberated, and vetted through the PAC. Sharon added that there's never been an instance when she has asked for information about a particular matter or asked for a particular item on the agenda, and been turned down.
- How can the PAC be more effective?
- A council member agreed that having sub committees to discuss particular topics would be helpful to enhance faculty's sense of having a voice and sense of engagement.
- Mary Ellen Carter volunteered to chair a potential committee on faculty gathering place.
- Yonder mentioned that the AAUP does not require a faculty senate. They only ask that faculty have a voice on matters relating to hiring, promotion & tenure, course development, and academic programs.
- A council member asked how he can share the information and solicit questions from faculty in their disciplines or schools to bring before the PAC.
- A council member raised the question of whether do we want to centralize the faculty governance on such matters as promotion and tenure, and course and program development. Currently, these decisions appear to be decentralized. A council member raised the question of

the silo-decentralized nature of the university --- e.g., P&T goes from the school directly to the President without a university-wide P&T committee.

- A council member asked if there is a way to better publicize the minutes of the meeting, and capture their feedback.
- A council member noted that with the structure of the PAC, the presence of the provost at the meetings might inhibit faculty to participate or voice their opinions.
- Another council member suggested that some time be spent during the meetings on a follow-up to items that were previously discussed.
- A council member noted that there was inconsistency in the treatment of all non-tenure track faculty across the university in terms of how much voice and input they could provide in decision making.
- Sharon concluded by saying this is just the beginning of the discussion, and that there will be a follow up.

## Provost's Report

- David reported that the search for the next law school dean is progressing well with a strong slate of candidates, and that the search committee is meeting with the finalists.
- Faculty hiring is also going very strong, particularly in terms of hiring black faculty.
- Admissions is also looking strong with a record number of applications. Decisions will go out on March 24. Freshman orientation will be in-person this summer. Most summer classes will remain online in response to market demand.