

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

## MINUTES

Present: Sarah Bee, Rick Block, Pat Buchsel, Brooke Coleman, Leticia G. Sandoz, Kate Koppelman, Chuck Lawrence, Viviane Lopuch, David 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 7/31
    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 2/6
    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 office to be restored 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 propose language and edit a future meeting

#### IV. Chief Diversity Office (Natasha Martin)

##### A. Overview

1. Work focused on aligning mission with reality of experience of faculty, students, and staff (classroom experiences, 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 in our work
4. Part of the work of CDO office is to encourage collaboration and 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 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.

13. Need a structure for reporting offensive behavior, incivility
- 14.