Faculty Senate Resolution Number S-2019-08

To: Joe Bertolino, Ed.D., President, Southern Connecticut State University
From: Maria Diamantis, Ed.D., President, SCSU Faculty Senate

The attached Resolution of the Faculty Senate is entitled:
RESOLUTION Endorsing the Faculty Senate Curricular Task Force on Social Justice and Human Diversity Recommendations

This Resolution was approved by Faculty Senate on: April 10, 2019

[ X ] This Resolution is presented for APPROVAL
[ ] This Resolution is presented for INFORMATION

In accordance with the CSU-AAUP Contract (Article 5.10), “When the Senate makes a written recommendation to the President, the President shall acknowledge and respond to the recommendation in writing within fifteen (15) school days of receiving the Senate’s recommendation. ”

After considering this resolution, please indicate your action on this form and return it to the President of the Faculty Senate.

Maria Diamantis, Ed.D., President, Faculty Senate

4/15/2019

cc: Robert S. Prezant, Ph.D., Provost and Vice President for Academic Affairs

ACTION OF THE UNIVERSITY PRESIDENT

To: Maria Diamantis, Ed.D., President, SCSU Faculty Senate
From: Joe Bertolino, Ed.D., President, SCSU

Resolution for Approval:
[ ] Resolution APPROVED
[ ] Resolution DISAPPROVED (Provide comments below or attach statement)
Comments

Resolution for Information:
[ ] Resolution NOTED (applies to Informational Resolutions only)
Comments

Joe Bertolino, Ed.D., President, SCSU 4/16/19
Resolved, That the Faculty Senate endorse the Curricular Task Force on Social Justice and Human Diversity Recommendations;

Be it further resolved, That the Faculty Senate calls upon the University to provide the support necessary for the implementation of the Recommendations of the Curricular Task Force on Social Justice and Human Diversity.
Faculty Senate and SCSU Administration Curricular Task Force on Social Justice and Human Diversity

Recommendations

The Curricular Task Force on Social Justice and Human Diversity, which was jointly formed by the SCSU Administration and the Faculty Senate in the Fall of 2018, has been meeting monthly and has arrived at a series of recommendations.

It is important to note that the Task Force was formed in large part to respond to concerns raised by students during the Spring 2018 semester. A number of students have been participating as members of the Task Force.

In the end, we do hope that some of our recommendations will be implemented, but even if they are not implemented, it is also important that we all engage in this discussion about the scope of the meaning of social justice for our university community.

Our mission statement indicates that Southern is committed to social justice. We are a "social justice university." We observe the month of November as social justice month, "as an important opportunity to further our learning and understanding to challenge injustice, value diversity, and create a climate of inclusion." It is within this context that we make the following recommendations.

DESIGNATING COURSES THAT ADDRESS SOCIAL JUSTICE AND HUMAN DIVERSITY ISSUES

*We recommend that appropriate courses would be designated as Social Justice or Human Diversity courses (SJD). This would, on the one hand, highlight our institutional commitment to Social Justice and Human Diversity, and other hand, would inform our students about specific courses that would address these topics.

SJD courses would be those that fall within a broadly framed description of social justice and human diversity issues. Our framework, which is designed to encourage diverse pedagogical approaches, involves the spectrum of "Awareness-Knowledge-Action." The learning outcomes of a SJD course would be expected to address one or more of these three terms, by encouraging an awareness about social justice and human diversity issues, facilitating a deeper knowledge about the issues, and brainstorming actions that could be taken to support social justice and diversity. Such increased awareness could involve an introduction to diverse cultures, religions, social identities, disabilities, intersectionalities, values, and perspectives. Such increased awareness and knowledge could also involve the study of historical and contemporary examples of oppression including discrimination, marginalization, human rights violations, and genocide. Such studies could also include historical and contemporary inequities related to "race," gender, economic class, economic inequality, and disability. (This is not an exhaustive enumeration of issues and topics.) The awareness and knowledge to be gained would be important in itself, but it would also allow for discussion of possible successful strategies for action (with historical and contemporary examples) for addressing and rectifying such injustices and for celebrating diversity.

We recommend that the SJD designation be implemented in two phases.

--In the first phase, for the first 12-18 months (August 2019 - December 2020), the Faculty member would submit the course syllabus, along with a statement of interest in having the course designated as a SJD course. In the first phase, all those who volunteer for the designation will, in principle, be accepted. The designation would be applied to the instructor and to the section of the course being offered, rather than to the course. Departments would have the option of designating courses as SJD courses. The SJD topics or issues could be explicit or implicit in the syllabus or pedagogy of the course. New course proposals involving the SJD designation would follow the regular new course approval process.

--In the second phase of implementation of SJD courses (January 2021 - August 2022), faculty whose courses that were designated in the first phase, would submit a formal application, with the syllabus, to receive a
permanent SJD designation. The application would indicate how the course content and pedagogy fall under our broadly framed description of social justice and human diversity. New applications for the SJD-designation, in which the topics or issues are already present in the syllabus or pedagogy, would also submit the formal application. Departments would have the option of designating courses as SJD courses, using the formal application process. New course proposals for the SJD designation in the second phase would follow the regular new course approval process.

Due to the potentially large number of applications in the first and second phases of implementation, the Curricular Task Force on Social Justice and Human Diversity would continue as an ad hoc committee that would assist the UCF in processing the applications for SJD designation. Based on our recent survey we anticipate at least 70 - 100 applications in the first phase of implementation.

Nota Bene: SJD designations in the first and second phases would not involve course revisions. Faculty would be requesting the SJD designation for content and inquiries that are already present in the syllabus and pedagogy.

Members of the Curricular Task Force on Social Justice and Human Diversity would mentor colleagues who would like to develop new or revised courses, courses that would go through the standard review/approval process.

Following the initial implementation process of the first and second phases, the permanent approval process would be the responsibility of the Notifications Management Committee. The Curricular Task Force would continue to assist as appropriate.

MOVING TOWARD A SOCIAL JUSTICE/HUMAN DIVERSITY REQUIREMENT

*We recommend that, as such a time when a sufficient number of courses would be available in our offerings, that our students might be required to take at least one Social Justice/Human Diversity course. However, we would only recommend this if it did not impede our students' ability to graduate on time.

SOCIAL JUSTICE and HUMAN DIVERSITY CONVERSATIONS in the FIRST YEAR

*We recommend the inclusion of a social justice and human diversity component in our first-year INQ classes so as to involve our students in a discussion of our values as a social justice university, the leading social justice university in the region, in their first year at SCSU.

SOCIAL JUSTICE and HUMAN DIVERSITY PEDAGOGY WORKSHOPS

*We recommend that social/racial justice pedagogy workshops be offered on campus and that our colleagues be encouraged to attend.

SOCIAL JUSTICE and HUMAN DIVERSITY INTERNSHIPS

*We recommend opportunities for student internships, or experiential learning, for our students as a part of a social justice pedagogy

UNIVERSITY-WIDE SOCIAL JUSTICE and HUMAN DIVERSITY FORUMS

*We recommend university-wide events/discussions each year addressing social justice and human diversity issues that would encourage our colleagues to think about ways to include social justice and human diversity issues in their classes.
A COMMITMENT TO HIRING A DIVERSE FACULTY COMMITTED TO SOCIAL JUSTICE AND HUMAN DIVERSITY

*We recommend recruiting new Faculty who would increase the diversity of our University Faculty, Faculty who would contribute to our course offerings in social justice and human diversity

SUPPORT FOR FACULTY CURRICULAR INITIATIVES AND UNIVERSITY-WIDE EVENTS ADDRESSING ISSUES IN SOCIAL JUSTICE AND HUMAN DIVERSITY

*We recommend that the Faculty Development Office prioritize funding support for Faculty interested in developing courses that address topics in the areas of Social Justice and Human Diversity with Faculty Development and Curriculum Grants.

Respectfully submitted,

Faculty Senate/Administration Curricular Task Force on Social Justice and Human Diversity
Academic Year 2018-2019

Chairperson: David Pettigrew
Laura Bower-Phipps
Siobhan Carter-David
Haroon Chaudhry
Barbara Cook
Shahbaz Farooqui
Rachel Furey
Steven Hoffer
Liz Keenan
Jessica Kenty-Drane
Maria Krol
Cassi Meyerhoffer
Jessica Powell
Muhammed Z. Naeem
Asma Rahimyar
Amal Abdel Raouf
Rachel Schaffer
Meredith Sinclair
Kari Swanson
Stephen M. Tomczak
Tracy Tyree

April 10, 2019

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