

Regular Meeting #1773  
**UNI Faculty Senate Meeting**  
**December 14, 2015 (3:31 p.m. – 4:50 p.m.)**  
**Oak Room, Maucker Union**

**SUMMARY MINUTES**

**1. Courtesy Announcements:**

A. Press Identification: No members of the press were present.

B. Provost **Wohlpert** comments included: (1) The New Faculty Colloquium, a professional development program under review, is intended to acquaint new Assistant Professor level faculty with UNI's core values. (2) An offer to present information on UNI's budget with Michael **Hager** to the Faculty Senate. (3) A thank you to faculty working for UNI students, and hoped to see faculty at graduation, (4) An offer to answer questions about the search process for a new CDO (Chief Diversity Officer) and changes at the CME (Center for Multi-Cultural Education). He added that the Diversity Advisory Committee continues to work on that action plan which will eventually come before the Faculty Senate.

C. Comments from Faculty Chair **Peters** – no comments.

**2. Consultative Session:**

Susan **Hill**, Director for Education and Excellence in Teaching and Learning presented a draft proposal for a possible fall course exposing new faculty (those with 0-4 years of teaching experience) to best practices in teaching and to build community. Dr. Hill asks for email input from faculty. Faculty taking the course would get a load reduction.

**3. Summary Minutes/Full Transcript** of Nov. 9, 2015 approved (**DeSoto/Burnight**).

**4. Consideration of Calendar Items for Docketing**

1291 Emeritus request for Michael **Fanelli**, Educational Psychology and

Foundations, and Tony **McAdams**, Management <http://www.uni.edu/senate/current-year/current-and-pending-business/emeritus-request-michael-fanelli-educational-psychology>

\*\* Motion to docket in regular order (**Zeitz/Terlip**) all aye as 1185.

1292 Approval of Revisions to Curriculum Handbook - Fall 2015

<http://uni.edu/senate/current-year/current-and-pending-business/revisions-curriculum-handbook-fall-2015>

\*\* Motion to docket in regular order (**Walter/McNeal**) all aye as 1186.

## 5. Consideration of Docketed Items

1290 1184 Emeritus request for John **McCormick**, Computer Science

<http://uni.edu/senate/current-year/current-and-pending-business/emeritus-request-john-mccormick-computer-science>

\*\* Motion passed (**Walter/Gould**).

## 6. New Business

(a) Teach-In on Appreciating and Fostering Diversity at UNI.

**(See page 8- page 42)**

(B) Endorsement of Statement on Diversity

\*\* Endorsement passed (**Zeitz/Gould**) with two wording changes.

**(Boldfaced: See page 44)**

7. Adjournment **Walter/Gould**. Passed.

### Next Meeting:

**Monday, January 11, 2016**

**Oak Room, Maucker Union**

**3:30 p.m.**

**Full Transcript follows of 44 pages, including 1 Addendum**

Regular Meeting # 1773  
**FULL TRANSCRIPT of the  
UNI FACULTY SENATE MEETING  
December 14th, 2015 (3:30 p.m. – 4:29 p.m.)  
Oak Room, Maucker Union**

**Present:** Senators John **Burnight**, Cathy **DeSoto**, Forrest **Dolgener**, Xavier **Escandell**, Todd **Evans**, Lou **Fenech**, Senate Vice-Chair Gretchen **Gould**, David **Hakes**, Ramona **McNeal**, Senate Chair Steve **O’Kane**, Joel **Pike**, Gary **Shontz**, Nicole **Skaar**, Jesse **Swan**, Senate Secretary Laura **Terlip**, Michael **Walter**, Leigh **Zeitz**. Faculty Chair Scott **Peters**, Provost Jim **Wohlpert**, Associate Provost Nancy Hill **Cobb**, Interim Associate Provost Kavita **Dhanwada**.

**Not Present:** Senators Ann **Bradfield**, Aricia **Beckman**, Jennifer **Cooley** and Tim **Kidd**; NISG Katie **Evans**.

**Guests:** Hansen **Breitling**, Rev. Abraham **Funchess**, Susan **Hill**, Robert **Smith**, Barb **Weeg**.

**O’Kane:** Good moist afternoon everybody. When I came back at lunchtime and NPR said, “Rain is finished,” so I left my umbrella in the truck and I am just swamped. Welcome and thank you very, very much for coming on finals week. We have a very important meeting today. I’ll be introducing our guests a little bit later. I think we’ll just get the ball rolling with a call for Press Identification. I don’t think we have any. No? Okay. Then we move to Comments from Provost **Wohlpert**.

**Wohlpert:** Let me keep it brief so that we can get to the highlighted part. In a little bit time to hear about a New Faculty Colloquium, which several of you have heard about and we have been talking about. It’s an idea for new people who come into the University at the Assistant Professor level to

provide them with professional development, hopefully to elevate some of our core values like teaching, so that's one thing you all will be able to hear about and give some feedback on. We have been drafting in response to wonderful feedback from our students, a Diversity Action Plan. We are giving that to the Diversity Action Committee. It seemed appropriate to have them, the Diversity Advisory Committee on that, flushing out that action plan. That will eventually come here. I'd be very interested to hear what kind of involvement you all would like, but eventually that will come here. If you have any questions about the search for the CDO, the Chief Diversity Officer, or the changes at the CME (Center for Multicultural Education) we can talk about that as well. And the final item I have for you all, and perhaps you all could discuss this at some point and let Steve (**O'Kane**) know, is if you would like a presentation on the budget from Michael **Hager** and me about the whole University budget, that's something that we could do at some point if you all are interested. If that's so, we can just work on the scheduling. And then the only other thing I have is thank you for the work you've done with and for our students the past semester. We're almost towards the end. I hope to see many of you at graduation Saturday.

**O'Kane:** Thank you. Comments from Faculty Chair **Peters**.

**Peters:** I have nothing today. Happy grading.

**O'Kane:** Happy grading. I'm almost done. Comments from myself: I will have a few comments when it comes time, a little bit later for what we're

calling our Teach-In. So I'm going to skip that for now and give Susan **Hill**, Director for Education and Excellence in Teaching and Learning.

**Hill:** So what I'm passing around is a draft proposal for a possible course for new incoming faculty next fall. This is a class that would allow new faculty who are coming in with zero to four years of teaching experience to take a course as part of their load. They would get a course load reduction in order to do this, to both build community, to learn about the best practices in teaching and the research that we know on teaching and learning, to work on course development to learn how all those things people need to learn to be a good professor. So not only an orientation to things that are happening at UNI but generally what does it mean to be in the professoriate and what kinds of expectations are there and also a little bit of career development and thoughtfulness about what exactly it is that they're thinking about, et cetera. I wanted to come today and give you this draft proposal so that I could get feedback from you, ideas that you might have, things that you think might be important. This is all in the proposal stages with possible readings et cetera.

**O'Kane:** Questions or comments from anyone?

**Dolgener:** You mentioned they would get release time. How is that being paid for?

**Hill:** How is that being paid for? Yes. That's above my pay scale.

**Wohlpert:** Yes.

**O’Kane:** Yes says the Provost.

**Zeitz:** Is this being taught face-to-face or online?

**Hill:** Face-to-face.

**Terlip:** If we have suggestions should we just email you?

**Hill:** That would be excellent. Please do that. Yes. Absolutely.

**Wohlpart:** if there’s a group from the Faculty Senate who would like to be involved, we’d like to have as much participation in development as possible.

**Pike:** I would be interested. I was looking at this and I’d interested in, for example, we do teaching awards here. Maybe just hearing some short presentations from recent award winners on what they do that would be successful.

**Hill:** Absolutely.

**Wohlpart:** Great idea.

**Skaar:** That’s a great idea Sue (**Hill**). I teach classroom assessment. Every semester I’ve taught classroom assessment since starting here two and a half years ago, and I have heard from my students that assessment is an issue. I haven’t read this in detail, but...

**Hill:** It’s on my list. I’ll be contacting you.

**Skaar:** They say, “Why don’t professors have to take this course?” and other various things, some are positive, some not so much so.

**O’Kane:** Other comments? Thank you for joining us Susan (**Hill**).

**Hill:** Thanks.

**O’Kane:** Okay. Let’s move then to Minutes for Approval. Could I have a motion that we approve the minutes from November 9<sup>th</sup>? So moved by Senator **DeSoto**. Second by Senator **Burnight**. Any discussion? Corrections? I hear none. If all those in favor of the motion would please say, ‘aye,’ against, ‘nay,’ abstain, ‘aye.’ One abstention. Motion passes. Thank you.

**O’Kane:** We have two calendar items to deal with today. One is an Emeritus request for Michael **Fanelli** out of Educational Psychology and Foundations, and Tony **McAdams** from Management. Could I have a motion that we docket Calendar Item 1291? Moved by Senator **Zeitz**. Second by Senator **Terlip**. Any discussion? Hearing none, all those in favor ‘aye,’ against, ‘nay,’ abstain, ‘aye.’ Motion passes.

**O’Kane:** Our second Calendar Item 1292 Approval of Revisions to Curriculum Handbook for fall of 2015. Could I have a motion to docket that in regular order? So moved by Senator **Walter**. Seconded by Senator **McNeal**. Any discussion? Hearing no call for discussion all in favor say ‘aye,’ against, ‘nay,’ abstain, ‘aye.’ Motion passes.

**O’Kane:** We do have one Docket Item to consider today and that is Docket Number 1184, and that’s a request for Emeritus status for John **McCormick**

from Computer Science. Could I have a motion that we approve Dr. **McCormick's** application? So moved by Senator **Walter**. Second by Senator **Gould**. Any discussion or is there anyone who would like to say something on John's service here? Yes, Senator **Walter**.

**Walter:** I think he's really appreciated by people in his field. I only know from some of the research I've done and people I've talked to about his work on the Ada program. The program has had a lot of longevity and some machine controls were involved. Apparently it replaced a lot of computer programs that were way too complicated for the sort of tasks that needed a lot of reliability. He's very well respected in his field.

**O'Kane:** Any further discussion? All those in favor of the motion, please say 'aye,' those opposed, 'nay.' Any abstentions, 'aye.' Motion passes. Thank you everybody.

**O'Kane:** We're now going to move--- if I can get my computer to do what it's supposed to do---You're going to have to live with the way it looks right now. We're going to move into a Teach-In on Appreciating and Fostering Diversity at UNI, which I think is an extremely appropriate and apropos topic to look at today. A couple of quotes you might want to look at. I found a couple of these. The first one's a quote, the second one's from Wikipedia: "Prejudices, as it is well known are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education. They grow there, firm as weeds among stones." So we're here today maybe to fluff up some of our soil; to have some information given to us about



possible problems or perceptions with diversity here at UNI. Notice what Wikipedia calls a teach-in. I would really like to do pretty much what that has to say. We have three very fine speakers today. They've all told me that they're perfectly fine with questions and comments, so I really hope that we can join in and jump in to that discussion. Here is, as I see it, the problem in a nutshell: In academia, educators expect education to be the key. If you teach people to treat each other better, they will, and the problem will be solved. But we know that's not the case. This however, only addresses part of the problem. Education (and the italics are mine) does to help, and we're doing that today. It does help people achieve greater understanding around issues around inclusion and equity. Training for students, faculty and administrators is important, but the deeper problems are systematic. Institutions must address the policies and procedures that create them. Besides a strategic plan, another critically important piece in the reform is high level, institutional support, which is really why we're meeting here today. I know the upper administration is extremely active in this issue and I thought it time for faculty leaders also become interested and active in these topics. As President **Ruud** and Provost **Wohlpart** said in the recent email, "This is not an issue the student body, the administration and faculty or staff can remedy by themselves. However, if we work together we will be successful." That is my sincere hope--- that we will all work together. We have with us today three people who are especially qualified in my mind to talk about some of these. The first is Hansen **Breitling** who is a student here at UNI. He is with NISG (Northern Iowa Student Government) and he is the Director of Diversity and Student Life

within NISG. It is primarily through Hansen's efforts that recent discussion in the Great Reading Room between faculty and students occurred, and I really appreciate him and admire you for doing that Hansen. Hansen (**Breitling**) will be bringing us the perspective of students. The sorts of things that students are seeing and perhaps we don't know or are not aware of, but things that sting our students, things that push our students away, that possibly make students not feel welcome. He possibly might have suggestions for our students or things for us to think about that we could do to help you and the administration—all of us to work together.

**O'Kane:** The second person here is Reverend Abraham **Funchess**, who is the Executive Director of the Waterloo Human Rights Commission. A very, very well known speaker here in the Cedar Valley. Reverend **Funchess** is at United Methodist Church on Fourth Street in Waterloo in addition to his job with the Human Rights Commission. I've asked Reverend **Funchess** to talk to us about possible perceptions of UNI from the outside. How does the community outside of Waterloo and in particular, the community of Waterloo see UNI? Lastly, I've asked Robert **Smith** to speak with us. He is the director of the Educational Opportunity Programs and Special Community Services. That's fancy-talk for UNICUE. Robert's Director of UNICUE is really in the heart of, as close to an urban area as get here in the Cedar Valley. I've asked him to speak about, I heard him recently speak about, very, very, eloquently, and a few scales fell from my eyes when Robert (**Smith**) talked about, "The System," and how it is that the way we go about doing things perpetuates some problems. If you gentlemen

wouldn't mind going in that order, and accepting questions and comments and interruptions as we go along. Hansen?

**Breitling:** I appreciate you bringing me in and please, jump in with questions, comments. I kind of thought I would focus my relay of information around issues especially having to do with faculty, but if you want to know kind of the broad scope of what I've seen and heard, where do students face issues? It's everywhere. It's when you're coming in from Admissions. It's living in the residence hall. It's when you go to classes. It's when you go home. So it's all the time. It's constant. It's in every facet of UNI. It's not isolated to one area or another. My comments directed toward faculty, faculty shouldn't feel like that area alone is the problem but that, besides residence life, is one of the issues that students just kept saying they had problems in the classroom. Specifically their problem, and I'm speaking more towards racial discrimination, especially towards African Americans and Hispanic Latinos has been the prominent issue that I've heard. They say, they told me the comment like, "Well, why do black people always have to bring up racial injustice or something? You're not in the cotton fields anymore, so it's fine." So, what are you going to say? Of course I'm going to say something. Of course I'll educate this young mind, but that's not what happens again and again and again it's silence. Faculty members could be standing right there, looking at these people having this conversation, very clearly hears it and even chimes in. "Well you know, maybe you should pick a different topic for your paper instead of racial injustice. Maybe you should pick something else probably." So, my question

for all of you is “Be ready,” and I think that’s something important in all facets of life. If you haven’t thought through a situation you’re not prepared to handle it, really prepared, then I don’t know what your reaction is going to be when that happens. And so I just want everyone to have time to think about those things that do happen in your classroom. Maybe you’ve seen them in your classes, maybe you haven’t. But students again and again say that comments are made, things are said, questions are asked and instead of seeing these times as educational opportunities, they just get glossed over and that silence hurts.

**O’Kane:** I’d like to jump in real quick.

**Breitling:** Please.

**O’Kane:** I’d be the first to admit that it’s hard to know exactly what to say because sometimes these situations require a very well-honed statement and one thing I would like to see for all of us is some sort of training to help us to really know how to handle a situation like that. Usually, I can pretty much guarantee you that it’s not apathy that’s keeping your professors silent, but it’s not knowing how to handle it.

**Pike:** I’m going to go back to that comment that we started out with, that it’s systemic and institutional, because I do think that this is a perfect example of the systemic and institutional factors that perpetuate because... I’m just going to ask the question: How many white men have ever been in a situation where they were the only person of their race in a large group? Okay, so if you haven’t been in that situation, it’s really hard to put

yourselves in the shoes of your student under those circumstances and to...and that I think is part of the systemic and institutional issues. But yeah, I do think we need to have some training, some instruction, some experiential work to try and understand how to address those issues.

**Zeitz:** Hansen, I'm sorry if I didn't understand, but the exchange that you were talking about was that where a teacher gave an assignment and the student said, "I'd like to do something that deals with racial injustice?" And then you said that there was silence then?

**Breitling:** They invited feedback from the class is actually what happened. They were sort of working with groups and had their peers comment on their topic choices and things and someone had written on an African American girl's paper, "Why did you choose this?" And so at the end when the professor said, "Any questions about the comments about your paper?" And the student said, "I wonder why someone said this?" and the response was, "I don't know why you keep talking about it. You're not in the cotton fields any more, so why do you keep bringing it up?"

**Zeitz:** So that is the point where the teacher uses the teachable moment?

**Breitling:** Yes. Absolutely. Should have made the teachable moment.

**Fenech:** This is the teachable moment? Should have made this a teachable moment? I can't swear in here right? Anyway, that astounds me.

**Zeitz:** That's embarrassing.

**Fenech:** That's embarrassing that UNI could hire someone who is so silent. I'm not saying it didn't happen of course. That astounds me. This would be a great opportunity as you said to jump in and just focus on white privilege in and of itself right there, and the blindness to the dramatic micro-injustices that people of color suffer in this country.

**O'Kane:** Thank you Senator **Fenech**. Senator **DeSoto**?

**DeSoto:** That's the exact kind of thing that Senator **Zeitz** was asking about. It wasn't clear how the exchange happened. One of the questions I have is what kind of things are happening, so that I can understand? I would echo what Senator **Fenech** said. That's awful if a professor stood there and said nothing.

**Breitling:** The thing is you think that, but again, it's the systematic over and over again---Stories from everywhere: different departments, different colleges and it's the same with other areas. It's not just one residence hall or one ROC.

**DeSoto:** We need to hear more examples.

**Breitling:** And that's the interesting thing. Again, and this is an interesting facet. It's not just kind of an open book of stories. Stories are being heard, it's not just an open book where everyone can get access to it just by showing up. These kinds of things, having the very personal details of it, is a privileged thing and a thing that should be earned, and after having seen the trust been broken between students and faculty and administration,

who ever—between the University officials, I don't just... There's a reason we don't have a huge open book and we just say, "Look at all these stories and then you can kind of pick and choose and have them break down." That's not exactly how this kind of exchange works, or at least not how I'm willing to move forward with it because those kind of stories and knowing that should be earned, a privilege, and I want your voices to be heard, but that's why I'm not...going to give that kind of information, not that I don't have my own list of incidents and things that happened. This one just happened three-- three and half weeks ago, so it was one of the more recent ones.

**O'Kane:** Hansen (**Breitling**), if you don't mind, I would like to hear a few more examples. Those of us who don't experience these micro-injustices, we don't know what they are.

**Wohlpart:** I want to go back to what Hansen just said. It's really important. The trust must be earned on our part even to hear the stories, folks. I unfortunately get to hear several of these stories. Let me just say this: I've heard from many of our very well meaning colleagues that they have experienced this and were silent because they didn't know what to say. Let's not be...let's not rush to condemn our colleagues. I'm very glad that you all are doing this and that our colleagues have acknowledged that they don't know how to respond. This is *our* teachable moment and my question is what will the Faculty Senate do to put out word and that the faculty is very interested in this teachable moment? But let's not stop other faculty from coming forward and saying, "I need to learn about this, not by saying

“how horrible that you don’t know how to do this....” Let’s be real careful about that. There are lots of stories. I agree with Hansen, we haven’t earned, we have not developed the trust and earned the trust to hear those stories. We have a long ways to go before we, and I’ve heard probably about a half a dozen.

**DeSoto:** Because I am outspoken, and I’m pretty confident that if I had been that professor I would have just opened up a dialog about the systematic injustices. But because I’m also outspoken, as far as earning the trust, I do come from a privileged background. I have a very pale complexion and I don’t have any sort of accent or anything. As far as earning the trust...I don’t understand what like what kind of problems there are. I really don’t. So it’s hard for me... I want to help and address it, but I don’t understand from that one example. It’s helpful, but trust or no trust, I can’t I help if I don’t know what the problem is.

**Breitling:** You need a more general description? The problem is that UNI is what, 90 % white student population? And I don’t even know what percentage of those students come from very small towns in Iowa. So you have this group who largely have not maybe had any interaction with people of color and then you stick them in a social setting and they pop off and say something fairly ignorant. The point is not that these people need to be condemned--- again, same with the professors, they need to be educated. And so these moments come up, they arise and most of the time—most of the time, nothing happens. The professor doesn’t say anything. It’s just, “Okay, let’s move on.” Maybe they make actually some



disparaging comment themselves, which is really unfortunate. Does that give you a general...? What else do you need? Do you know what I'm saying? Micro-aggressions are carried out and then...

**DeSoto:** I can imagine like students doing things like that. I've heard things. My daughter reports back to me about things she hears that...As far as like faculty doing that...that's what I struggle with.

**Breitling:** It's the aspect of faculty being by-standers; just watching and not taking that moment as the educator to help educate those students. I think that's really the main point I would hone in on.

**Wohlpart:** I want to say that I agree with you that we need to hear the stories and we need to demonstrate that we're serious about this, so we can be partners to hear the stories so that we can work towards these changes. I will give another example. You're in a biology lab and you tell your students to get into groups. A black student is left without a group. That happens fairly regularly. Something we can do is we can form groups so that doesn't happen. But those kinds of things happen on a regular basis, not intentionally, so you're right that we need to know what the issues are so that we can come up with strategies to make sure that these kinds of things don't happen.

**DeSoto:** Thank you.

**Zeit:** I once again was going to ask about the trust issue. I don't understand and maybe I'm just really ignorant. I'm sorry. To share examples like that, what type of trust do you build and how do you do that?

**Breitling:** Yeah. I think you do it by having faculty across the board and you start here with faculty leaders and then you spread it to your colleagues so you don't have the systemic problem of faculty being silent on these kinds of issues and when you break down these issues and you really show that faculty are actively engaged in diversity training, and there's some kind of course that faculty take when they come in, or that is offered to students that faculty are teaching and that you show that as a University, faculty, staff and administration that are working towards those things, that's how you build back that trust. That would be my best description of it.

**Pike:** I think what the trust issue is--we're hearing the story from you. The faculty involved didn't hear it directly from the student. That's where the lack of trust is. The trust here is not that *you* can't tell us the stories of what students have experienced, but that *they're* not bringing them forward and they're not talking about their experiences with us.

**Breitling:** Yeah. I guess it's kind of like I wouldn't relay all the details or even too many details if I felt like someone was going to be identified, because the students don't feel like their faculty are progressive enough to handle knowing that they had an issue, and respecting them, and actually working towards bettering themselves as an educator rather than punishing the students.

**Pike:** I do think, and part of the reason that I think training is one of the big things I would push for is, I'll just be very honest with you: I would recognize that as a moment that something that needed to be addressed. I'm not sure I would have confidence that my choice of how to address it would be the student's preferred method. Am I making sense there? Recognizing it as a teachable moment, and then thinking about what would be the best way to approach it that would be respectful for the student who's –the subject of the aggression, I'm not sure that I would be confident. I'm not sure that would be the right way. Am I making sense there?

**Peters:** And I think that there's a certain balance to be met in terms of if you in that type of situation, if you were to come down like a ton of bricks on the presumably white student that made the comment who let's assume just made an ignorant comment, possibly thinking it was funny, or thinking it was something that was light-hearted or something like that. If you were to come down on that person in such a way that is sort of too hard, then you're shutting down any discussion of what is you said a teachable moment. Does that make sense?

**Breitling:** Yes, to educate rather than to punish or to discipline.

**Peters:** I think that if this happened in my class, I'd like to think that I know the exact way to cut to, to deal with the situation, to say, "Okay, let's take a break here. Let's talk about this." But would I actually get in that zone that allows us to make some progress as a class and move the needle a little bit?

I'm not sure. I might be so taken aback or so stunned or something that I can't guarantee that in the moment I would do that.

**Smith:** I will help what the young man Hansen (**Breitling**) and give you some examples. There's a lot of people asking for examples, and I think I've lived long enough, twice as long as he has, to know probably what some of the examples you might be looking for, if you don't mind. Let me...I'm originally from Dallas, Texas. That's where I was born and raised. So I'm not an Iowan; I'm a stepson of Iowa. I've been here for 30 years now and when I grew up as a kid, I was a first generation low-income African American gentleman---a young boy at that time. My mother raised me pretty much by herself. I knew who my father was. So I had three options in life: I either had a chance to be a Garland Packing House worker, or as African-American kids who grow up in the inner city and who doesn't have access to resources, I wanted be a professional athlete. Or my choice was to be a hustler in the street. Those were my three options. Fortunate for me, I was able to develop a skill that people thought I was good enough to play sports. Wow! That was good for me. So I want to take you back to when I was a sophomore in high school. You know back then we didn't have cable, and everybody in this room should know what I'm talking about. We had about three or four channels. You didn't have all the luxuries we have today, and I happened to be turning my TV and I saw the University of Iowa playing the University of Washington in the 1981 Rose Bowl. And I happened to stop, and what made me stop to look at this game wasn't that it was the University of Iowa [versus] the University of Washington, it was

because I saw a gentleman by the name of Reggie **Roby** from Waterloo East, a black gentleman, a young kid, punting a football. Now I'm a Big Ten football official and I've been officiating for 14 years, and I still haven't seen another black guy punting a football. That's how rare that is. African-Americans, boys, don't punt footballs. They either have been taught to run 'em or to keep somebody from scoring. So that just amazed me to see a gentleman 6'4"/6'5" punting a football. That's my first introduction to the University of Iowa. My goal was to either go to Texas or Oklahoma. To make a long story short, shortly after that –you know I've never been one to believe that things happen for a reason. I always say you make things happen, they don't just happen for a reason, but I've changed that over the years. I started receiving letters from the University of Iowa. What a coincidence---recruiting me to come play football in Iowa, and when people would ask me "Who's recruiting you?" either 'Idaho' or 'Ohio' would come out of my mouth. Iowa was a name I had to get used to saying. I did some research on the coach because I was interested in why all of a sudden a Big Ten school would be trying to recruit me when I was good enough to go to Oklahoma or Texas. In Texas, those are your choices. But after doing a little research, and I had to do real research, I didn't get to Google it and go on the computer, and I found out that Hayden Fry gave the first African American kid a scholarship in 1964. Kid's name was Jerry **LeVias**. And as I kept digging I found out that Hayden **Fry**, before he accepted the position at Southern Methodist University, he said to the University coming from Arkansas, said that, "I'd only take this job if I'm allowed to give black kids a scholarship to stay here at home." And they agreed, reluctantly. That's

history. You all can go and research that and you'll find all the information you want on it.

**Smith:** That impressed me and then we he visited my home you see, based on what he'd done, he'd earned trust in the black community because there was something documented that he felt strongly, passionate about. So if you want to know about the trust? Trust is action. It's not a conversation. So obviously he came to my house and my mom, we're sitting and I'm just going along listening and I'm deciding in my mind still thinking either OU or Texas. When he leaves, I'm talking to my mother about where I want to go and my mom says, "I think I know where you should go. You should go play for somebody like that, because at the end of the day, it's not so much about the institution, it's about the man that you're going to be playing for." Voila. I come to Iowa. Same year I heard in the quote, that Steve (**O'Kane**) heard me quote, a gentleman by the name of Dick **Gregory**. Some of you may know Dick **Gregory**, an activist comedian. In my sophomore year, I heard Dick **Gregory** say something at the time---sixteen-years-old, I didn't understand what he was saying. He said, "In the south, the black man was abused physically and in the north he was abused mentally. The enemy in the south was a man, and in the north, the enemy was the system." At 51 years old, I understand what Dick **Gregory** was saying now. And so finally I'll just say this here when you guys asked a question, 'What do you need to do?' We always used to play Iowa State first, back when I started, we opened up with Iowa State, and we used to beat up on 'em pretty good, so I never knew what it was like to lose against

Iowa State for about 15 years living in Iowa. And after we played, I played right away, and I got a picture from Coach **Fry** the first week [shows picture] we played. He sent this to me in my dorm room—I had no idea what it was. I finally opened up this picture and he says, “Robert, the coaches, players and fans are very happy that you selected the University of Iowa. We love you, Hayden **Fry**.”

**Smith:** I couldn’t even show my teammates that because they’d be like, “You Hayden’s boy.” So we have a good year. I’d never been away from my mother and home. I go home glad to see my parents and my friends, and I realized that he had sent my mother the same picture. My mother’s name is Gertrude. And it said, “Dear Gertrude, I love Robert too.” It ain’t about me no more. See that’s not in the job description, people. You can’t put that on paper. See, I no longer wanted to be successful for me and my mother. I wanted to be successful because I didn’t want to let Hayden **Fry** down. Being an athlete, a first generation low-income Black, I graduated in four years, because I wanted Hayden **Fry** to be proud. That’s trust. If you wanna know why kids come and play for Hayden **Fry**, I don’t know how he understood it. I don’t know if he got any diversity training. I don’t know what made him be the kind of man he was. But all I know was, is that I can trust. And as long as I did what I was supposed to do, I knew he had my back. So what the young man Hansen (**Breitling**) is saying is, it’s not something sometimes you can get in training. It’s not something somebody has to tell you. There are just some things that have to be internally inside you. And so what a lot of these students are telling you is that they’re

feeling some things and they're sensing some things that some people on this campus is not getting. All **Hayden** had to do is let me know that he cared about me as a person and an athlete was secondary. He didn't have to worry about doing anything else to make him proud. So, I wanted to share that story with you because some things you can't measure, and I know in education having been on the school board and did research and all that as I've learned that as scholars we need data. We need things to pinpoint. The human aspect of it, you can't put research to it. We're either live or we're Memorex, and what students usually can pick up, they usually can pick up the professors who are live, versus those who are Memorex. I share that with people because people all the time ask me, "Why did you come to Iowa and they're a big Hayden **Fry** fans. As soon as I tell them the story, they say they didn't know it, and I say you have to rethink how big a fan you are of him, because if you don't remember that part of him, then you really don't know who the man was. So I wanted to throw that out because what this young man is saying to you guys when he's saying, 'trust'--- it's something hard to measure. It's hard to give you the 'right answer'---if you're looking for the ideal situation, that's going to be hard to measure.

**Smith:** And that's what students of color on this campus are asking for: is for somebody who really cares about them and that they want them to be successful. And I know many of you know how to do that. I've heard a number of white students say what an impact many of you have had an impact on their lives, and how you've changed their lives; what you've done



for them. I've seen the video of students talking about committing suicide and instead, many of you changed their lives. We want Black students, we want Hispanic students to feel the same way. That's what we're asking for.

**Breitling:** What rain through my mind, the feeling that get when people ask and they say "We just want more stories and we don't understand," it feels like you have to prove, and this is my ten-thousandth time, that you need the statistical significance somehow: If I just relay enough stories, right? You just need to know every aspect and where they all are and what building the occurred in, and then we're motivated to act, right? And that's the feeling you get as a student. Over and over, "Let's hear some stories. I want a different story, another example," you just feel like you have to prove it. If I give enough cases then it will be statistically significant enough and your moral radar will go off, and I'm not saying that's the intention or anything like that, but that's the *feeling* you get as a student when you're asked to continually justify, justify, justify. Well I don't know if coming to this point so far we've done enough to justify--- to say there's a problem. I think we have. Maybe you disagree. I don't know.

**Zeitz:** As a White person, I'm trying to figure out how to deal with this. I lived for a whole year in Malaysia. I was literally the largest person in the state, and probably the whitest, too. But the people I worked with were really good. There were a lot times when I was sitting in staff meetings that had to be done in Malay, and I couldn't understand anything they were saying because it was against the law for them to speak in English, so talk about feeling as an outsider--- but the reason I was interested in some

examples was not to prove, but like what we said earlier, if we want to rehearse it and figure out how to deal with it ahead of time, then if you have examples like that, then that gives us a chance to think it over. But like I said...

**Breitling:** Again, not speaking to any intentions or anything or anybody. It's just a feeling that comes out.

**Zeitz:** I understand.

**O'Kane:** Reverend, would you like to jump in now?

**Funchess:** Yeah, this has been a really good discussion and powerful stories. How does the community view UNI? I guess in short, I think as "Other;" as an institution that's far away. I think that obviously we have a great opportunity to do more collaborative partnership things. Human Rights, one of the agencies I work for obviously, we engage in Human Rights training, we work with Cedar Valley Citizens for Undoing Racism, and these two entities combine to do diversity inclusion training conversations, these kinds of things. We've also partnered with UNI before in book discussions, we've had Michelle **Alexander** book discussion and we've certainly worked with the Multi-Cultural Center to try to bring in certain individuals to campus and we've always pressed to have these speakers not just simply be on campus, but to come into the community to try to close that gap between the community itself and UNI. I think we just need to just do more of it. In fact, I would propose today in addition to UNICUE, which is obviously in Waterloo, that you consider putting an outpost right there at

Jubilee UMC Resource Center at the corner of Fourth and Newell. We just think that would be a great opportunity to allow more and more youth to come into contact with professionals that are working at UNI. When we talk about these theoretical foundations often times that are associated with whatever we do when we talk about teaching to transgress or ... diversity, social justice issues, I think what we need more of is what was beautifully described as 'earning the trust.' I think Provost **Wohlpart** is earning the trust. I've seen him now more than once now in the community. He's everywhere. He's getting out there and that makes him approachable. He's emerging as someone that I think I can talk to about this issue. I was first impressed quite honestly, with the article you wrote when the "Black Lives Matter" situation took place at the Waterloo Center for the Arts. You have another professor that some of us are familiar with, here on campus that typically has a column in the newspaper and he's never really rebutted by anybody from campus. Now, someone else in the community may respond, and provide more of a liberal perspective but this professor is typically very conservative and a lot of times we interpret what he is saying as 'blaming the victim.' We had Michelle **Alexander** here in the community and she was talking about the war on drugs, the new Jim Crow, this new mechanism for social control and why it's so important to understand what the data suggested, but also to understand those qualitative pieces as well and how in fact there is a system that seems to be picking on Black, Brown and poor folks all around the country, including the Waterloo-Cedar Falls Metroplex. And then on top of those kinds of discussions that are taking place by some on campus and in the community, then you've got this one spokesperson

from UNI who is in the newspaper saying some very Donald **Trumpish**-type stuff, and it doesn't seem as though there's any real rebuttal from anybody else at the same campus. So obviously, some people begin to internalize that 'this is in part the way the folks at UNI think,' and that was kind of reinforced by what we heard today—something took place in class---there was no rebuttal. Maybe it's because you didn't really know how you wanted to approach the situation. But, that would probably be a good indication that training could be helpful. Immersing yourself in the culture around the campus might be helpful.

**Funchess:** UNI is situated right here in Cedar Falls and right now for instance we are having discussions for instance about the fact that there is an attempt to pass, or either it has already been passed, that Cedar Falls doesn't want any felonies within the city in the housing compartment. Well, because of all the conversation that's been going on, with Michelle **Alexander** and other Social Scientists and practitioners of obviously people with criminal arrest record, people who are opposed to Ban the Box diversity inclusion initiatives seem to be suggesting that they don't want any Black, Brown or poor people, and so if UNI is situated in Cedar Falls that's pushing these kinds of policies, that stands in stark contrast to what we're trying to do in Waterloo, and we're adjacent to you and there's no rebuttal coming out from the University itself by key players here on the campus that we think should be speaking out against this kind of stuff, then obviously it creates a divide. It could be an artificial divide, but nonetheless, it doesn't have to be, provided more cross-pollination of ideas, we see an

increased presence of very empathetic professors like many of you who are in this room, being present at the discussions that could be taking place in a center like the Jubilee Human Resource Center just to name one. But we welcome that and we look forward to having more book discussions for instance that actually have an exchange of ideas, but not just with the faculty and administration, but hopefully faculty, administration and students, because the students will be the ones obviously that would help take this message to the rest of the student body in ways that that the faculty and administration may not necessarily be able to do so.

**DeSoto:** Thank you for bringing this here. A lot of things you're saying are really thought provoking. As far as the discussion about felons being able to live in Cedar Falls, and so on, what [are] the current rules and regulations and policies about faculty speaking out on actual ballot initiatives?

**Wohlpart:** I'm new enough to UNI that I don't know...

**Fenech:** We're not entitled to do it. When we write in the newspaper, we cannot advertise our affiliation with UNI. And this professor about whom you're speaking—of course I know who you're talking about but we think very little of him here I can tell you that--- very little of him here. In fact, I don't think I would say I'm exaggerating when I say we think he is a clown. He doesn't write, he doesn't affiliate himself with UNI when he writes the garbage that he writes, and it is garbage in my opinion, and I think I'm right.

**DeSoto:** If we want to speak out while on campus, I don't think we're supposed to do that.

**Dhanwada:** I think you can put your title, but you can't say that you're associated with The University of Northern Iowa.

**Fenech:** Even when we make Letters to the Editor, we cannot make that connection.

**Cobb:** I will find out.

**Wohlpart:** Nancy (**Cobb**) will find out and get back to you. It's a great question.

**Peters:** I don't think there's anything that bars you from writing Op-Eds, writing Letters to the Editor and identifying yourself as a faculty member from UNI. In fact, that's included under Basic Principles of Academic Freedom. We don't have a policy on that yet at the University. But there's nothing that prevents you from doing that. The only rules I'm aware of are about partisan politics and we are barred from engaging in partisan politics using state resources and using our state connections, but that does not extend more broadly to speaking out more broadly on social issues.

**DeSoto:** On campus, something's that actual, ballot initiative there was something said about something. I remember thinking, "Would I not be able to cover something if it was a ballot initiative?"

**Peters:** Nothing restricts your ability. I'd be out of business if we couldn't talk about those things in our classes. So there's absolutely nothing that stops you from talking about these things in classes. It's more a question of using resources and your affiliation to advocate for partisan things. I don't know about ballot initiatives. I'm a little fuzzy on that one.

**O'Kane:** Senator **Gould** just checked and he is identified as a UNI professor.

**Gould:** Every column in the *Courier* has his affiliation here.

**O'Kane:** Reverend **Funchess** I would second what Senator **Fenech** said. We think this person is a buffoon. Please tell your constituents that UNI does not...

**Funchess:** We believe in the diversity of ideas of course. The issue has always been though that there doesn't seem to be a rebuttal. It seems like that is the only idea coming from the institution.

**Swan:** That's what the Reverend (**Funchess**) was talking about: that there's no rebuttal. It's because people say things that, as said by Senator **DeSoto** that we can't do things, that we feel that we can't do these things. It's also because lots of faculty who are working or are active hear these things and then also feel that they have no support on this campus if they do say something publicly, if they do publish their name. That's something that could change. The new administration could change the feeling of faculty, that they will be supported when they rebut a column like that. We can start talking and making it clear that of course we have the academic

freedom in our classes on campus, off campus, in the public papers, except for the specific partisan activities that by State law we're prohibited from. That hasn't gone on. It has been the opposite. People have heard things that if you do things and it has been expanded and people have been attacked for being progressive and humane in the society and have had no support on the campus. So that could change. The more hurtful voices seem to not be attacked—seem not to have problems on this campus in the past. They should, but they don't. The progressive voices have been attacked. If one thing (more than one thing) should come out of today's discussion, an increase communication among faculty that you can and you should speak out for these principles—if that's propagated, that would be a very good thing to come from this meeting.

**Terlip:** I think, speaking from an institutional perspective, it's also that the editors of the *Courier* also have to decide to publish what you want to say and they're very consistent about putting his views out, but I'm not so sure they publish responses.

**O'Kane:** Have you spoken to the *Courier*, Reverend?

**Funchess:** No. I have ascertained that they're a pretty conservative group, no question about that. But no, I haven't talked to them directly about that. I do think that it's imperative that people who believe that they represent more progressive voices should obviously challenge them to publish those ideas. If I could just add something before I forget this thought, by the way: When it comes to partnership, one of the other things is that we do see UNI



as a powerful resource center and so when one considers the issues that someone like me, in the capacity that I serve in, when we see these issues arising in the community associated with poverty a lot of times, but the adverse childhood experiences that the children are growing up with, we believe that UNI could be pivotal in the community, be visible in the community, to help redress these issues---domestic violence, sexual assault, obviously issues of victimization. But be present more often in the community, working in concert with people who are there on a regular basis to share your expertise, and then I think as we continue to engage in that practice, to cultivate those kinds of relationships on an ongoing basis, the trust will come, as this wonderful story illustrated. But in addition to that, we'd be doing some real good, because obviously we want to eradicate the "aces" our children grow up with. We want to eradicate domestic violence we want to eradicate sexual violence in our community. We want to help redress this issue of poverty through economic development perhaps. You've got an incubator. I wish there were more opportunities through the Pappajohn Center for instance to come and have symposiums and then even some of the more rudimentary types: Just having students who excel, perhaps in business principle or whatever the case is, to come and mentor on a consistent basis, because we believe that people would take advantage of that, if it was right there. We believe that we can help make that even more attractive as time goes on. Obviously UNICUE is there, but we're talking about even another site. We don't think you can have too many sites sometimes.

**Breitling:** I couldn't see the name tag of the senator who was just speaking previously, but I just wanted to hit on the idea of and what I'm hearing from the Reverend, is what students in the University are looking for allies—real active allies. You were talking about allies, right? The idea that you need support first from the institution to be an ally, that you need support and the right culture before you can speak out, is one that I would resist. Bravely, the other students who stood up at the forum said, "Everything in the historical facts of UNI say, 'If you do this, nothing will happen. Your voice will probably be silenced and you will leave angry and frustrated,' like a majority of the minority alumni. That's what historically the students have been taught, and so without knowing what kind of support they may or may not have received, or what the environment was like, they chose to stand and speak out anyway. So I would like to ask you to resist that urge that have to have the right system, support and environment and place before you can be an ally, before you can be active, before you can be loud and vocal.

**Smith:** That's a good point.

**Breitling:** Be an ally now. Choose the moment right now and be an ally. Start immediately. Before---I don't know how long it's going to take before we start training--start educating yourself, start reaching out. The time is right now to start being an ally, to being an active ally. And to the Senator's point who left, I don't know if the way I would approach this, the way I would handle it, is the right way, but being an ally is not some uniform kind

of individual-stealing aspect. Being an ally means you bring who you are-- your strengths, the things you do well to that aspect of your life. You still are you. You bring your strengths: whether you're really analytical and you can just break down this terrible argument in this logical form. Or you're just a real people-person and you can do what you do best. Bring that aspect of yourself, your strengths to who you are as an ally. I wanted to hit on that real quick because I thought it was an excellent point.

**Smith:** It's interesting when I hear some of the frustration from some of the faculty when you say you'd be attacked So try to imagine, if you feel that way in your capacity, how do you think students feel? To hear the frustration in this room, among your peers, what power do students have? Think about that. If you feel frustrated to speak out to say anything in your situation, you can imagine what a 20-year old college student must be feeling.

**Swan:** A lot of us do imagine it. A lot of us do remember it and many of us have been working for many years to be allies, to be sympathetic working with them, and have been attacked and shot down and hurt, and we continue to work and continue to operate in those ways and sometimes it's not clear to people when they don't know each other, who does what and when, and that's another instance of everyone has to try to be alert to what's the actual history of a person, what the person actually trying to do. Being an ally, lots of people feel like they're an ally and want to be more of an ally, and if people identify with various people, background and history but apparently it's not appreciated or is not apparent. So people need to

keep talking and always keeping it open. I very much appreciate having the three presenters here today. While they're very clear, they also seem to be very open and not making absolute statements. I appreciate that. Still, from the very beginning, everybody's been talking about the system, and I was saying something systemic that if there is a system and if everybody involved in the system is going to think in a certain way, one person, three people or even seven people, are going to be crushed by that system if everybody in a huge group, 100 people, are thinking in White Supremacist ways, and seven people are going to be crushed by the huge group. We do need to change the system and when we hear stories and examples we know and understand them because we immediately understand them. We don't need to try and get all the specifics. Immediately say, "No my God, it's a nightmare situation," and in part it's a nightmare situation because of everybody else involved. So that's what we need to keep doing. We need to keep telling stories, we need to keep learning from each other. We're changing as we proceed but also know that there's a huge systemic problem, culture at large, and people criticize the system and call for change in the system. It's not maybe that they're not putting themselves out there; indeed they are probably putting themselves out there, calling for the systemic change.

**Wohlpart:** Thank you for that Jesse (**Swan**). I guess what I want to say is one of the things I'm interested in as Provost is finding the leverage points in that system to make those changes. So I've heard a lot of faculty say, "I didn't know the right thing to say at the right time," and one of the things I

want to say is remaining silent is actually the worst thing you can do. Say anything. It doesn't really matter what you say. It's going to be the wrong thing, but it's better than the silence. The silence is actually the worst. So I'm interested in finding leverage points and I would ask you all to think about that: Where are those leverage points? Here's a leverage point: The New Faculty Colloquium is a leverage point. All new faculty who come in will get some type of training on how to engage these issues; what the culture is like. They'll want to know where we want to go with the culture. That's a leverage point. It's not going to lead a change next year, but in five years when we have a hundred of our faculty go through that, in ten years, when half or two-thirds of our faculty would have gone through that, this campus will be a different place. So think about that issue: Where are those leverage points? How can we flip that culture, the system so that it is a very different kind of place to be?

**Smith:** And if I can just make my last comments. Thank you for taking the time to give us an opportunity to say a few things to you. I have an opportunity every semester to go and speak to about six Human Relations classes in the College of Ed. I love going to speak to the students and for the most part the classroom is all white. It's potential students who are going to teach, and I always give them this example: And I always say you how many of you are teaching elementary? Half of the class is elementary kids. And I'll say, "If you were in a classroom and you had a young African-American boy in that classroom and he was rapping one of those rap songs and he happened to say to another Black kid in the class when you're out

teaching and he says “Hey, what’s up, you my nigger?” So I say to them, “What would you say?” You get that pause in the room. So I say to them, “What would you say? If you heard one Black kid say to another Black kid and they’re not mad or anything, but he says, “Hey, you my nigger.” Well, they’re not sure what to say, because it’s in the music; they know they rap this in the music. So then I turn around and I always will find one of the females in the class, (because most of them would be females in the classroom) and I say, “That same young boy and now he’s now talking to a girl in the classroom and he says, “Hey, you— my you my bitch. What would you say?” [Gasp] “Well, I’d correct him.” “Why would you correct him? Because you’re a female?” They have no question in questioning whether or not he refers to the female that being a bitch, and that’s in the music, but they all question when they refer to the male as a nigger”.

**Zeitz:** So what’s the point of what you just said?

**Smith:** They’re both wrong. It’s offensive to me, like it’s offensive to her. Why wouldn’t you correct it? We have to teach our students that. Students don’t have the answer to that. They’re going out and they don’t have real life situations in the classroom, so as a professor, I go and talk to six classes and I only had one student who would say she would correct that. They don’t have real life situations.

**Cobb:** I actually have the answer to the question [from earlier, see question **DeSoto** page 30]. Policy 10.09 is pretty clear. “If an employee’s activity is outside the scope of the employee’s employment, then the employee

should speak and act as an individual citizen and must not say or imply that their views represent those of the University. An employee may use his or her University title for purposes of identification in these situations, but they may not imply that the University endorses or agrees with the employee's statements or activities. The employee should clearly say that he or she is speaking individually, and not on behalf of, or as a representative of the University." So you can use your title.

**DeSoto:** But what if when I'm lecturing and it's part of the content of the course? For example, "Most experts consider it unwise to have stiff prison sentences for marijuana possession."

**Wohlpart:** You're citing research in your field. That's part of your academic freedom.

**Escandell:** I just want to answer add something that's pretty obvious and totally uninteresting but when we think about the system, and you were talking about the system---and this is very tangible, when you're teaching a class on race, ethnicity and immigration and you try to have a conversation about these issues, you really need to have diversity in the classroom. Classroom experience needs a diversity of the embodiment of different life experiences, contemporizing in a particular way these micro-aggressions, and what's happening at UNI unfortunately is that you have one student of color in the classroom, and that creates that very clear imbalance. Then it's really hard to have those kinds of conversations. I'm teaching a course on race and ethnicity and immigration, and the most productive time I've had

in the past is when you have a critical mass of people of color, of all sorts, sexual orientation and diversity in this broad sense of the word. At UNI we need to start emphasizing that the fact that we lack that kind of diversity in the classroom, it's actually a problem, because students learn more and there is some social-psychological research that supports this when you have diversity in the classroom. You open up your ears a lot more if you hear someone talking with an accent, like a Spanish-thick accent for example. [laughter] The students learn a lot more when they hear something with this kind of accent, rather than someone that just looks like them, you know, and this is a main problem in this campus. While our numbers are growing and we've got some kind of improvement in recruiting students of color, we still are way behind our peer institutions. So your words are music to my ears. We really need to engage with the community and recruit from locally—we don't need to go to Texas to recruit anymore. We can do that as well, but we need to really engage with the local diversity. If we cannot do that, I think that we're talking about something that's very tangible. I think that we should have some kind of program to increase the diversity locally by a particular percentage every year. If that means going back to high schools and engaging with high schoolers and so forth, I think that's what we should be doing.

**Wohlpart:** I've been asked what my University recruitment goal is. One of the University recruiters described her work as "Catching multi-ethnic students in a bag that has holes at the back." It's very hard for me to say I have a goal of increasing our diversity to 20% when I know that I'm bringing



students to our campus and they're not welcomed, or at least that we're not working on creating a welcoming environment. So what I want to see first is that we in fact are committed to creating a culture and a climate that does in fact recognize what you just said, which is that the learning experience, the educational experience, is significantly more valuable when diversity occurs. All kinds of diversity, it doesn't have to be racial and ethnic. But until I know that is something we are committed to, it's very hard for me to say, "Let's go recruit these students." Why? So they can come here and leave, and have a terrible educational experience? So let's make the commitment first, and then let's work on the recruitment. Let's be really honest with those students. Let's tell them when they come here, "We've got problems on our campus. This is going to be the hardest place that is going to be for you to be, and the hardest work you're going to do. I hope you know that you have a partner in that." I've said this too: As we do this work, if we decide as a campus to engage this work, what we have experienced in terms of racism, discrimination--- is nothing compared to what these students have.

**Escandell:** This is shameless self-promotion: I will be teaching the class next semester. I will encourage for you to recruit for me. I will open up more seats if we need it, just so you know.

**O'Kane:** Do our guests have anything further they'd like to add?

**Funchess:** Thank you for the opportunity.

**Breitling:** Thank you.

**Smith:** Thank you, I appreciate it.

**O’Kane:** I say we give our guests a round of applause. Even after all this has been said, I would like to have a motion to endorse the statement that basically says the UNI Faculty Senate is in support of diversity on this campus and here’s a possible starting point. I’ll read it out loud so it’s in the record:

*“We the University of Northern Iowa Faculty Senate endorse the following statement: As a community of scholar-teachers we respect all members of the University by actively embracing the diversity of people of different ethnicities, colors, cultures, sexual orientations, political affiliations, religious beliefs and disabilities. We support programs, policies and respectful dialogs that promote inclusion, equity, mutual understanding and freedom of thought and speech.”*

**O’Kane:** So moved by Senator **Zeitz**. Seconded by Vice-Chair **Gould**, any comments or questions?

**Weeg:** I’d like to say something and I’m here speaking for myself.

**O’Kane:** Would you say your name for the record?

**Weeg:** Barb **Weeg**, Rod Library and I happen to be a member of the Disability Advisory and Advocacy Committee. I’m not here representing anybody but myself. I would encourage consideration of switching the word ‘disabilities’ to ‘abilities.’

**Terlip:** I actually would kind of like to broaden it to ‘We respect all members of the University and the community.’

**O’Kane:** Any further discussion?

**Swan:** This sounds good and we’ve always said this kind of thing but I propose that we leave with what I think I heard from Provost **Wohlpart** that accentuating the statement that we are committed to helping identify faculty, administration and students to learn about privileges, to learn about hostilities that they inadvertently generate to make this a more welcoming community for all non-White identified populations. I really hope that after today we’ll be moving forward with that.

**O’Kane:** Thank you. Anything else? Hearing none, all in favor of the motion, please say, ‘aye,’ those opposed, ‘nay,’ those abstaining, ‘aye.’ Motion passes. Thank you very much---all of you, one and all. Have a very absolutely wonderful holiday and I’ll need a motion to adjourn. So moved by Senator **Walter**, second by Senator **Gould**. See you later.

**4:50 p.m.**

Submitted by,  
Kathy Sundstedt  
Administrative Assistant/Transcriptionist  
UNI Faculty Senate

**Next meeting:**

3:30 p.m. Monday, January 11, 2016  
Oak Room, Maucker Union

**Follows is (1) Addendum: Revised Endorsed Statement on Diversity**

## Revised Endorsed Statement on Diversity

*“We the University of Northern Iowa Faculty Senate endorse the following statement: As a community of scholar-teachers we respect all members of the University **and community** by actively embracing the diversity of people of different ethnicities, colors, cultures, sexual orientations, political affiliations, religious beliefs and **abilities**. We support programs, policies and respectful dialogs that promote inclusion, equity, mutual understanding and freedom of thought and speech.”*