

Provost's Advisory Council  
Summary of March 31, 2016 Meeting

Can Erbil (Chair)  
Paul Lewis  
William Keane  
Susan Michalczyk  
Devin Pendas  
Samuel Graves  
Marie Boltz  
William Fehder  
Stephanie Berzin

Judith Tracy

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policies, as these are some areas that have been brought up by the  
Council member asked that we incorporate caring for elderly parents a  
policies. These topics may be discussed in next year's PAdings.

3. Conversation about Diversity and Inclusion

David Quigley said he would like our conversation today to focus on  
Affairs where we might strengthen our commitment to diversity and in  
College We will break into smaller groups to hear about what is going o  
across the university, then we will come together to talk about how we  
bring this conversation to the school and departmental level. We s

where we have made some progress as well as areas where we should direct our future energies. Across the university, we have been working to be more diverse and inclusive. We expanded the staff climate survey to include faculty this past fall. We have also been discussing methods to enhance diversity in faculty hiring and retention. In our work on the renewal of the core curriculum, we might think about how to build upon the existing cultural diversity requirement. The CTE has hosted program topics related to diversity and inclusion in teaching methods and diversity in the classroom. There is continuing planning for academic programming, symposia, talks, and conferences that will highlight the good work that we're doing on this campus.

We are discussing this topic in the PAC today in part as a response to the national and local conversations about race in the contemporary university. PAC is a campus-wide elected faculty body which reviews policies. We have asked that all constituted faculty bodies like the UCT, UCIER, UCR, and all school EPCs include diversity as a topic on their agendas for this spring semester. Requiring this discussion across schools and committees has already helped gather interesting feedback and ideas.

After the breakout sessions, the groups came back together to report on their findings. The first group noted that faculty recruitment and retention must be considered together. We should look at feedback from faculty who leave BC to see what we can do better. We should focus on student recruitment, as well, as there are some programs like Honors and Presidential Scholars that have a lack of diversity. The group asked us to consider how we make progress not just in terms of numbers but also in fostering a welcoming and diverse community at BC.

The second group talked about increasing support for international students trying to work on the socioeconomic diversity of our undergraduates. They noted that there were very few high-level administrators of color at BC. Given our heritage, there is also a dearth of Latino administrators, faculty, and students. The group said that there is a model program in SSW that focuses on students who will work with the Latino community after graduation; the courses are conducted in Spanish and the program links students with the community. The Monserrat program is also working well, and there is more programming for LGBTQ students than there was previously. We could do better at mentoring for faculty of color; we could consider creating a set of endowed chairs for faculty of color. The group noted the pipeline problem in terms of faculty diversity and suggested that we should increase diversity in our Ph.D. programs in order to produce more future faculty.

The third group also noted a concern about the lack of racial, ethnic, and gender diversity in key leadership positions across the university. Monserrat is a great program, but they would like to see it increased beyond Pell students, since many middle-class students also have financial concerns. In talking about faculty retention, they said they would also

The fourth group picked up on the idea of looking at the curriculum; they felt that diversity should not be tokenized as a particular requirement, but instead, it should be incorporated into all curricula and syllabi. Faculty should examine who is represented ~~in~~ authors and voices in their classes. Faculty should also help encourage good students from less represented groups to go to graduate school.

David Quigley said these were useful beginnings of fruitful conversations. We would like everyone to bring these ideas to their departments and schools to engage other faculty in conversation. Some schools/departments have been having these conversations consistently for many years, while some have not. Please connect with your peers to talk about these issues more often.

David Quigley and Can Erbil would also like to hear feedback from the group about whether they found the breakout group structure useful.

#### 4. Provost's Report

David Quigley followed up on the conversation from ~~last~~ meeting about the academic calendar. Student Services is putting together a draft of academic calendar dates for us to discuss at next month's meeting.

Dean Searches: The STM search is just beginning. There are two finalists each in the LSOE and SSW searches.

The spring Faculty Forum will be in Fulton 511 on Monday, April 25<sup>th</sup>. We will talk about the results of the fall's climate survey.

There are 53 days left until commencement (May 23). Please encourage your colleagues to attend; this has been an area of great growth in recent years, and it is helpful for the university to have as many faculty as possible attend.

Strategic Planning update: 24 committees are in the process of meeting and developing plans