

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Sense of Senate Resolution (SSR) Number: SSR0721S
Date of Senate Approval: 4/1/2021

APC Sense of the Senate Resolution 7:

EC 6 Amended: **Faculty Senate Response to SGA Documents**
[SSB 20-014](#), [SSB 20-015](#), [SSB 20-017](#), [SSB 20-020](#)

Whereas, we thank the University of North Carolina at Asheville Student Government Association for presenting and sharing with us requests that benefit, enhance, and facilitate student learning.

Whereas, we agree with the SGA that dedication to diversity, equity, and inclusion is the responsibility of our entire institutional community, senior leadership, faculty, staff, and students,

Whereas, the Faculty Senate emphasizes concrete actions and accountabilities in regards to ensuring students' right to resources on racial equity and racial justice are promoted and protected.

Whereas, in SGA document **SSB 020-014: 2020-2021 Legislation to support diversity, equity, and inclusion practices and accountability in the classroom**, the SGA requests that the following questions be added as required or "universal" on the Student Feedback on Instruction survey:

- 1.) "My instructor treated cultural and personal differences as assets."
- 2.) "My instructor practiced equity in our classroom and diversity in our curriculum."

Whereas, The Faculty Senate supports the addition of questions to the Student Feedback on Instruction Survey (SFI) that provide feedback to instructors on student experience related to diversity, equity, and inclusion

Whereas, according to section 3.3.3.1.1 The SFI form used must be reviewed periodically by the Faculty Development and Welfare Committee of the Faculty Senate in consultation with the Center for Teaching and Learning and endorsed by the Faculty Senate before use;

Whereas, the Faculty Development and Welfare Committee of the Faculty Senate consulted with the SFI Review Committee **which after reviewing the proposed questions from SGA then** developed four Likert-scale questions (strongly disagree, disagree, neutral, agree, strongly agree) and two qualitative questions which will appear **as a supplement to** on Spring 2021 SFI form as part of a Pilot Study **with feedback that is visible only to individual faculty and IREP**. Aggregate data will be used by the SFI Review Committee in making suggested changes to future Student Feedback on Instruction forms.

Below are the questions on the Pilot Study:

Likert Scale Questions

1. My instructor practiced equity and inclusion in the classroom.
2. Where possible, my instructor was intentional about addressing diverse perspectives in the curriculum.
3. My instructor demonstrated awareness of diversity-related issues in the curriculum.
4. My instructor modeled sensitivity in considering differing viewpoints.

Qualitative Questions

1. In your experience, how might the instructor have improved their practices with regard to diversity, equity, and inclusion in this class?
2. Please comment on your experiences of belongingness in this class (e.g., having a voice, being heard, and feeling valued as a member of the classroom).

~~Therefore be it resolved, that the SFI Review Committee will report on the results from the Spring 2021 Pilot study and determine how to incorporate the results into long term action.~~

Therefore be it resolved, the SFI Review Committee will report its findings and recommendations to FWDC. FWDC in consultation with the Center for Teaching and Learning will propose how to incorporate the results into long term action to be endorsed by the Faculty Senate.

Whereas, in SGA document, **SSB 020-015: 2020-2021 Legislation on racial slurs and trigger warnings in the classroom**, the SGA requests that "we will commit to practicing equity and cognizance of diverse identities in the classroom by not using slurs and giving trigger warnings for students."

Whereas, the **General Assembly of North Carolina Session Law 2017-196 House Bill 527: An Act to Restore and Preserve Free Speech on the Campuses of the Constituent Institutions of the University of North Carolina** prohibits the simple censorship of offensive speech

Whereas, the Faculty Senate acknowledges the legitimacy and seriousness of the concerns raised in document SSB 020-015.,

Whereas, the Faculty Senate further acknowledges that numerous current events have amplified and brought to the forefront the current and the historical needs to directly address how academic exercises may extract an emotional toll on students based on demographics, culture, and identity

Whereas, we acknowledge that it is the absolute responsibility of faculty to guide class discussions towards civility and respect and to contextualize possible triggering course material

Therefore be it resolved, that

- 1) The Faculty Senate supports education and training regarding equity issues for faculty, staff, and students.
- 2) Each academic department advocates for diversity, equity, and inclusion within their vision statements, which impacts annual hiring and review processes.
- 3) In accordance with the Racial Roadmap, faculty should be conscious of language and content in their classes and include a trigger warning statement on their syllabi
- 4) The Faculty Senate establishes language to enact the above in our Faculty Handbook.

Whereas, in SGA document **SSB 020-017: 2020-2021 Legislation Inclusion of Bias incident report on syllabi and in job training**, the SGA requests that "the Bias Incident Report will be a required part of all syllabi and job trainings on campus"

Therefore be it resolved, that The Faculty Senate supports the placement of a link to the Bias incident report on syllabi, in job training sessions for new hires, and in the Student Handbook.

Whereas, in SGA document **SSB 020-020: 2020-2021 Legislation Request for early availability of syllabus**, that the syllabus be included during the registration period in order to meet the above criteria,

Whereas, the Faculty Senate understands the importance of providing students an opportunity to plan their upcoming semester course load,

Whereas, providing a complete syllabus for each course prior to registration may not be feasible in that the scope of a syllabus may change from one semester to the next due to a number of logistical constraints, such as the availability of community partners and related current events,

Whereas, the syllabus for a future course is subject to change,

Therefore be it resolved, that

1. departments post prior semesters' syllabi for all courses on the department website as available.
2. for new courses, instructors post a brief outline indicating the anticipated requirements for completion of the course.
3. language be added to Student Handbook that the students are encouraged to communicate with the course instructor concerning questions about the course.