

Minutes of 23 October 2017
Circulated 20 November 2017
Approved 20 November 2017

THE UNIVERSITY OF MICHIGAN
SENATE ASSEMBLY MEETING
October 23, 2017
Monday, 3:15 pm
Forum Hall, Palmer Commons

Present: Aidala, Atzmon, Azizi, Beatty, Burzo, Carlos, Duffy, Djuric, Erickson, Finlayson, Fenno, Fraser, Friesen, Herbert, Indjekikian, Jacobsen, Jones (retiree), Kahle, Kannatey-Asibu, Larson, Lenk, Li, Lippert, Malek (by Virtue), Mao, Marsh (by Virtue), Meek, Myers, Ortega, Pecina, Princen, Rao, Sanchez, Schultz (by virtue), Shah, Szymanski (by virtue), Tonomura, Toyama, Traynor

Alternate Requested: Alam, Blackburn, Costa, Eaton, Kaartinen, Orady, Schmidt, Schwank, Zimmerman

Alternates: Staller (SSW), Vance (Taubman), Knoblauch (Taubman), Rosemberg (Nursing), Telesnitsky (Engineering), Utter (UM Library), Hurst (STMD)

Absent: Bagley, Bruch, Campbell, Cattaneo, Chatterjee, Checkoway, Chen, Gaggio, Gallo, Ghaferi, Greve, Hartley, Likosky, McInnis, Menon, Mortenson, Moss, Noll, Roddier, Sandhu, Skolarus, Vinkur (Retiree), Welsh, Wright (by virtue)

3:15 Call to Order/Approval of Agenda and Minutes
The agenda was approved

3:16: Guest: Provost Martin Philbert

Chair Ortega introduced Provost Philbert who delivered his prepared remarks (see appendix). After delivering these remarks, Provost Philbert invited questions.

Professor Langford said that, from the perspective of the Ross School, there would be conflicting demands in the future and forces acting against the University's commitment to residential learning.

Provost Philbert replied that future educational directions depend on the faculty. He can see some forms of learning that require extended traditional residential experience, but noted that we are beneficiaries of the industrialization of education, which opens new possibilities. He drew attention to the possibility that new technologies would make it possible to "ramp up" High School students, that students could be enabled to take college level courses at earlier stages. He noted that there are young people who come from financially distressed backgrounds, upon whom study abroad imposes a double burden in terms of the cost of the program and lost income while participating (as he knows from his own experience as a college student when he depended upon income he earned during vacations). He wondered if technology might enable such students to have a string of virtual experiences, for instance, visiting the Colosseum in Rome. He stressed that his role is not to dictate, but to support, experiments that may be successful.

Professor Langford asked about how the Provost sees the faculty of the future?

Provost Philbert said recruitment will change, noting that, in many fields, criteria for recruiting new faculty are already quite different from a decade ago. He is not worried about the fact of evolution. He drew attention to **Vice Provost for Academic Innovation** Hilton's Digital Education and Innovation Lab

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(<http://ai.umich.edu/about-ai/deil/>), a research and development facility for faculty looking to develop new courses with a heavy emphasis on learning analytics.

A Senate Assembly Member said she teaches online courses and sees benefits for non-traditional students, but worries that the development of on-line teaching will create two classes of students, those who have, and those who do not have, the residential experience.

Provost Philbert said that all the initiatives of which he is aware link residential and online components, offering the example of a course in Biostatistics in which students can learn how to handle differential equations on-line and therefore have richer discussions in class. Other online curricula of which he is aware have significant face-to-face time components, even though interactions might not be in a traditional format. He emphasized that the University is still in the experimental phase, but that the University of Michigan will not be like institutions that go entirely on line.

A Senate Assembly Member noted that Eastern Michigan University had outsourced online instruction to a private company (<http://michiganradio.org/post/emu-expanding-online-degree-programs>).

Provost Philbert said that the situation was complicated and that even if a University made use of a 3rd party platform, the content would still belong to the University. While there are various models for the creation and ownership of intellectual property, programs in which a University acts without an external partner tend to lack market penetration. He further noted that distance learning programs address the needs of people who don't want an entire degree but rather to benefit from the goods of the university.

Professor Atzmon asked about Presidential Post-Doctoral positions, pointing out that a weakness of the program is that a successful appointment may be supported by only two letters (from a faculty member and a department chair) with a result that people are appointed without wide-spread knowledge of the fact in a department.

Provost Philbert said he had heard multiple versions of that story and he is getting to the root of it. In his perspective, you get on the faculty in a clearly defined way as determined by the faculty in a program, as faculty are the brand of the university. Once he has more information, he will respond in more detail.

Professor Lippert asked about the how faculty governance structures could assist the realization of the priorities Provost Philbert had outlined.

Provost Philbert replied that a university could not exist without faculty, students and staff; that each component has its own interests in the evolving educational environment. He recalled that when he was an undergraduate, he was told that the entirety of the human genome could never be known. As dean, he worked with a faculty member whose research was to map the genome. He believes in shared governance, and will rely on the faculty for the best advice and collective wisdom, looking for input from every part of the university.

Professor Schultz asked about the University's commitment to academic freedom in the wake of the last election. He noted that President Schlissel had stressed the need for the University to reach out to parts of the state that voted differently from Washtenaw County. Given that many people in other parts of the state are uncomfortable with what they perceive to be the liberal culture of the University, he wondered if this outreach can be successful?

Provost Philbert replied that as a public university, the University of Michigan has rightly embraced diversity, but its members should not be surprised when that diversity causes conflict. He observed that some members of the community have not always been well prepared to handle difficult questions in the classroom, and that the University needed to provide tools to help. He stressed that the University benefits from diversity of thought, not from invective or seeking to silence alternative ideas. He noted that the event at which Charles Murray had appeared might have enabled a useful examination of his ideas. He said the saying "dear Lord today let me be the adult," should be the watchword for faculty member even when he/she disagrees with someone, that a welcoming and critical campus should be dangerous for ideas and safe for people.

Professor Malek asked whether faculty should deliberately compartmentalize—while allowing opinions to boil up around general societal issues, they can have other areas of existence in which we concentrate on scholarship.

Provost Philbert replied that such compartmentalization must happen usefully. He is comfortable about not getting to resolution in discussing controversial issues.

Professor Carlos asked how faculty might instill that perspective in their students, noting that faculty often have difficult conversations with students.

Provost Philbert replied that adult members of the University community need to be able to calibrate responses to incidents, that people who react with high levels of outrage to relatively minor incidents may have not space in which to react differently to something really outrageous. He feels that people need to know how to escalate and deescalate appropriately, and noted that the University has experts who can help people understand how to do this.

Chair Ortega said that minority opinion is not always the privileged one, and, in seeking safety, people need to find ways to validate their life experiences.

Provost Philbert observed that the University reflexively privileges some kinds of thought without leaving room for people whose life experience has led them to take a different view of the same things. He noted a tendency at the University for people to engage in self-referential discourses without seeking to engage people who have different points of view. He urged members of the University community to seek out people whose views differ from their own. He feels that discourse in which different perspectives are engaged can be beneficial. He feels members of the University community must realize that what they regard as normative might be exclusionary to substantial groups in the wider population. He recalled a climate survey in School of Public Health in which it emerged that people of faith felt out of place, which he regarded as disturbing given that the majority of people in the United States regard themselves as people of faith. He urged faculty to be welcoming of difference and to acknowledge their own biases.

Chair Ortega said that one of the missions of the University is to prepare students to be citizens, and that means preparing them to deal with behaviors that are outside of their comfort zone

Provost Philbert said he was disappointed by the tendency, in the current climate, to equate voting for President Trump with racism. He pointed to data connected with the election showing that people who had voted for President Obama had also voted for President Trump indicating that the election results were about factors that went beyond racism.

4:05: Provost Philbert left the meeting

Chair Ortega asked that the minutes for the September Senate Assembly meeting be approved. They were. Chair Ortega made the following announcements:

1. The November 17 Senate Assembly will be held in in Anderson Room of the Michigan Union to facilitate conversation. Robert Sellars, Vice Provost for Equity and Inclusion and Chief Diversity Officer will be the guest at the meeting.
2. President Schlissel with be the guest at the December Senate Assembly meeting.
3. At its January meeting, the Senate Assembly will hear from Professors Ketra Armstrong and Ann Curzan, who are faculty representatives connected with the Athletic Department.
4. SACUA will hold a meeting at the Medical School in January 2018. Chair Ortega invited other units to host SACUA meetings and will meet with a broader group within the unit.

4:10: Tri-Campus Task Force Update

Chair Ortega announced that the Task Force had met before the Senate Assembly meeting, and that it would be chaired by Dr. Robert Fraser; Professor Sarah Lippert would serve as Vice Chair. The group will continue

to meet before Senate Assembly meetings, and people interested in attending those meetings can do so. The group will consider several issues; it is presently collecting information on faculty governance, looking at areas of convergence.

4:40 SACUA Outreach and Engagement

Chair Ortega stressed that SACUA must do a better job in communicating with the whole campus community, and asked members of the Senate Assembly to communicate concerns on behalf of their units. He noted one area of concern, generally, was the grievance process, that faculty were often uncertain about the role of the Ombuds, and the connection of local Ombuds with Professor Giordani, the central University Ombuds. They are also concerned with the way they might deal with potential investigations by the Office of Institutional Equity (OIE), and the grievance process. He said that, in response to the number of ongoing grievances, additional Faculty Grievance Monitors (FGMs) had to be appointed, and that SACUA has tasked the Tenure Committee with developing a cadre of FGMs, clarify the role of FGM, and develop training for faculty who are asked to serve on Grievance Hearing Boards. He thanked Professor Staller for her work on the grievance process as FGM last year.

4:15 Matter Arising

A Senate Assembly member asked about the Senate Assembly's voice in wider university affairs, and what had happened to the resolution responding to recent racial incidents that was passed in the September meeting.

Chair Ortega said that the resolution had been posted on the Senate Assembly web page immediately after the meeting. He stressed that, in dealing with campus issues, he needed to know the Senate Assembly supported him.

Professor Beatty asked if SACUA could communicate more frequently with the Senate Assembly, possibly through email updates between meetings.

Chair Ortega said events had recently been moving at such a rate that newsletters would contain old news, and there was need to think about ways to notify people of developments more efficiently.

A Senate Assembly member pointed out that the Senate Assembly's September resolution was in the *University Record* the next day

A Senate Assembly member asked about the status of grievance procedures and processes initiated by OIE, wondering if current campus climate issues were causing changes or clarifications in these areas.

Chair Ortega said the process of clarifying the process might change the interpretation of the policy.

Professor Staller pointed out that a new policy, implemented in 2010, was much improved from a faculty perspective, adding that it is now time to revisit it, and that it might behoove the units to reflect about issues of process given that the relationship between the faculty grievance process and OIE investigations have always been problematic.

A Senate Assembly member mentioned the 2014 report about OIE investigations (noting that the fact that OIE findings were not appealable), and asked for update on developments stemming from the report.

Professor Schultz said the administration has given the accused more rights to respond and procedures were improved to make the process more equitable, but questions remain as to whether the actual procedures are being followed. The advisory committee to the General Counsel is looking at these issues and SACUA welcomes input from members of the Senate Assembly.

Chair Ortega said that SACUA has met with members of the administration and students about crisis responses. He believes that people are coming together from across campus to discuss the ways to respond to emergency situations.

4:30 The meeting adjourned.

Next Senate Assembly Meeting –November 20, 2017 in the Anderson Room, Michigan Union

Respectfully submitted,

David S. Potter
Senate Secretary

University of Michigan Bylaws of the Board of Regents, Sec. 4.01:

The University Senate

The senate is authorized to consider any subject pertaining to the interests of the university, and to make recommendations to the Board of Regents in regard thereto. Decisions of the University Senate with respect to matters within its jurisdiction shall constitute the binding action of the university faculties.

University of Michigan Bylaws of the Board of Regents, Sec. 4.04:

The Senate Assembly

The Senate Assembly shall serve as the legislative arm of the senate.

The assembly shall have power to consider and advise regarding all matters within the jurisdiction of the University Senate which affect the functioning of the university as an institution of higher learning, which concern its obligations to the state and to the community at large, and which relate to its internal organization insofar as such matters of internal organization involve general questions of educational policy.

Rules of the University Senate, the Senate Assembly and the Senate Advisory Committee on University Affairs: In all cases not covered by rules adopted by the Senate, the procedure in Robert's Rules of Order shall be followed.

Appendix: Provost Philbert's prepared remarks

Thank you, Robert and good afternoon, everyone. It's good to have the opportunity to talk with you.

I'm at the start of my eighth week as provost and I continue to learn about fascinating work being done by faculty across the campus. Engaging in that work is, of course, what led all of us to become faculty

members. Supporting this work is why I undertook my first administrative roles, as associate chair for research and development in the Department of Environmental Health Sciences in public health. The

opportunity to support the important work of my colleagues led me serve as associate dean for research. The portfolio expanded when I became dean, allowing me to also support the development of future generations of public health scholars and practitioners and to build the financial stability that would insure that the work of public health in the future.

Now, as provost, I'm doing this work on a much larger scale. It is exhilarating and awe inspiring to see the work of our faculty including: the development of the Gershwin archive in Music, Theatre, and Dance, new initiatives in precision health, and the development of the first-in-the-nation "home lab" at ISR.

Our educational programs are characterized by the same spirit of inquiry. Many exemplify a similar commitment to address societal concerns. Important examples are a new course in political science, Beyond Partisanship, which helps students practice their skills in talking across partisan differences and the Problem

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Solving Initiative in the Law School. This course draws students from many of our professional schools together to work on complex challenges in business and society such as regulatory issues for autonomous vehicles and identifying victims of human trafficking in health care settings.

Becoming familiar with the depth and breadth of the activities on campus in our bicentennial year has led me to think about the foundations of the enterprise. We've been fortunate to have far-sighted leaders who worked hard to build the institution we have today and who, over decades, were guided by a shared set of values. These include:

Integrity

World class education for all our students

Rigorous scholarship

Diversity and excellence

Open and free expression

Collaboration

Stewardship of resources

This fall the need to support diversity of thought and to ensure a welcoming and inclusive environment for all in our community has been especially salient. Our community is built on the shared values of respect for each other and thoughtful dialogue about ideas and beliefs, those we share and those where our views differ. This is fundamental to learning which is, after all, our purpose in coming together.

As I have often told my students in public health, useful things come out of friction. This interaction molds our thoughts and beliefs. It also helps to share public policies that reflect the range of experiences and circumstances of people throughout society. This exchange of ideas helps us to strengthen our skills in respectful listening and to model it for our students.

I want to commend the Senate Assembly for your commitment to the open expression of ideas. The Davis, Markert, Nickerson lecture is an annual opportunity for our community to reflect on the importance of sharing and debating ideas.

It's customary for new provosts to share their vision and priorities so I'll take a few moments to do that before inviting your questions.

The university's commitment to excellence and to the diversity that is essential to excellence are my starting point. Building on that, I envision a university that is a leader in residential education, providing students

with structured opportunities to develop skills for work and for citizenship. Our rich mix of disciplines and the strength of our professional schools makes this an outstanding place for learning in both areas. The

many programs we offer, including international study and community-based research enable students to grow and to reflect on their experiences. We have an impressive array of student organizations – about 1400 – that are an important part of the educational enterprise as well.

My years at public health were full of interdisciplinary learning and I see our low barriers to collaboration across disciplinary lines as critical to our preeminence today and even more important going forward. ISR is

the historical example of how Michigan's interdisciplinary prowess changed our understanding of the world. The biosciences and precision health are newer efforts with similar potential.

The university has, for more than a decade, demonstrated its commitment to affordability by increasing centrally awarded financial aid at a higher rate than tuition increases each year. The net cost of attendance for in-state students with financial need has actually gone down. This commitment to making diversity and inclusion real is an important statement of our institutional values.

Many things have contributed to the university's excellence. One of the most important, I believe, is our interest in and work on educational innovation. A decade ago, the digitization of our library collections made us leaders in making our intellectual resources widely available. Today, we're at a new frontier. Digitization makes it possible for people around the world to not only see, but to touch, materials in our broader collections. A student in rural Africa can now hold, in her hand, a 3-D version of a seed in our botanical collection.

My own experience with innovation was a trip inside a molecule. Yes, inside a molecule. We have an outstanding research enterprise in virtual reality and augmented reality. Recent graduates created the molecule experience. It was totally amazing and it made me realize that I am leaving the classroom just as it has become possible to provide students with new ways to truly understand the workings of a molecule.

This vision does, of course, translate into action and I will close by mentioning my priorities as provost.

Affordability, Access, and Financial Stability –Initiatives such as Wolverine Pathways and the HAIL Scholars program enable us to engage and encourage students who might not have considered Michigan a possibility. The Go Blue Guarantee ensures that many who considered the University out-of-reach due to cost can attend. Our work going forward includes both strengthening programs like these and building our capacity to provide financial support for all students who need such assistance. We are, at a steady pace, making good on President James B. Angell's commitment to welcome those "whose intellectual gifts entitle them to admission to the goodly fellowship of cultivated minds."

Leading Academic Innovation – The university is developing new pedagogical approaches across the disciplines and at interdisciplinary intersections. Programs such as Interprofessional Health - a collaboration among five schools - enable students to develop a comprehensive approach to health care, appreciating the expertise of professionals in other fields. Innovations such as teach-outs and micro-masters degrees are providing new models for students, alumni, and others who seek life-long educational opportunities. At the same time, work in learning analytics is helping faculty and students uncover challenges to learning and identify resources that help students overcome them.

Creating New Knowledge – This is fundamental at a research university and it takes many forms – discoveries in labs or in the field, the representation of new insights in performances or exhibitions, new solutions to complex problems like intergenerational poverty. The School of Environment and Sustainability exemplifies our commitment to porous boundaries that enable flexible interdisciplinary teams to come together for critical work. Programs such as M Cubed stimulate cross-disciplinary connections and the testing of new ideas.

Diversity, Equity, and Inclusion – Our institution-wide work to create a deeply welcoming and supportive community is ongoing. The strengthening and sustaining of such a community is key to our academic work. The schools and colleges have completed the first year of implementation of their diversity strategic plans.

As President Schlissel has noted, we face many challenges as we strive to live up to our ideals. But we are at our best when we come together to learn, to turn ideas into action, and to contribute to society.

I look forward to working with you and our colleagues across campus to ensure that Michigan continues to be the finest public university in the United States.