

Minutes of 10 April 2017  
Circulated 10 April 2017  
Approved 24 April 2017

THE UNIVERSITY OF MICHIGAN  
Senate Advisory Committee on University Affairs (SACUA)  
Monday, April 10, 2016 3:15 pm  
Room 5075 Fleming Building

Present: Atzmon, Carlos, Ortega, Schultz (chair), Weineck (Bluejeans), Wright: Potter, Schneider, Snyder

Absent: Lehman, Smith, Szymanski

Guests: Professor Beatty, Ginsberg Center Director Mary Jo Callan, Neerja Aravamudan Assistant Director for Engaged Learning, Ginsberg Center, Professor Malek (Bluejeans), Professor Marsh, members of the press

3:18 Call to Order/Approval of Agenda and Minutes/Announcements

Chair Schultz opened the meeting in the absence of a quorum.

Chair Schultz discussed the prospect of a Graduate Employees Organization (GEO) strike.

3:25 The meeting was called to order (a quorum having been obtained).

The agenda was approved

Chair Schultz announced the resignation of the Dean of the School of Music Theater and Dance.

3:30 Ginsberg Center Guest: Director Mary Jo Callan

Director Callan introduced the Ginsberg Center (<https://ginsberg.umich.edu/>), which will be celebrating its twentieth anniversary next month. The center has always been focused on community service and service learning, with a stress on the undergraduate experience. In 1997, the University established the Ginsberg Center as the University's hub for service learning and engaged scholarship. Since that time many people at the University have come to understand the powerful impact of community engaged teaching, learning and service; the result is that the University now houses now multiple offices doing some form of this work. The current focus of the Ginsberg Center is to provide a focal point for these activities. To enhance its outreach the center has surveyed 400 people on and off campus about their needs for community engagement, looking at both internal and external needs. The primary needs emerging from this survey are:

1. Need to do more to prepare students before they engage with communities, to help students understand their own identities as relatively privileged individuals when they go into social sector organizations where they are working with people who are disproportionately marginalized.

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2. Need to cultivate and maintain relationships.
3. Connect faculty and community identified needs in a more systematic way. Faculty need help identifying community partners; community organizations lose contacts that have been made through individuals and need an institutional way to connect with the University.
4. Find more ways to coordinate especially since coordination is received with varying degrees of enthusiasm at the University; the Community wants more coordination.

The Ginsberg Center is working to be a community engagement center, and a visible front door to the University. It seeks to allay feelings on the part of the community that its needs are not a University priority.

The Ginsberg Center has three areas of emphasis (student, faculty and community), for faculty the areas of emphasis are:

1. Connect faculty research, learning and service to community-based needs
2. Expand support for faculty interested in Community engaged service
3. Leverage Faculty knowledge, expertise and networks
4. Enhance and leverage the *Michigan Journal*
5. Deepen partnership with Provost Senior Counsel on Engaged Learning

One goal of the Ginsberg Center, at present, is to find ways to support faculty engagement with the community, developing resources to support teaching, service, and research. It is hoping to engage with faculty who are not teaching service learning courses and do not realize that they can use the Center's services.

Chair Schultz noted that in his experience student's priorities had come first at the Ginsberg Center. He welcomed the renewed efforts to engage with faculty and the community.

Ms. Aravamudan discussed ways that the Center was reaching out to faculty groups, linking them with community groups, and revising curricula around service learning. It is developing partnerships with the Center for Research on Learning and Teaching (CRLT) and the Center for Engaged Academic Learning (CEAL) within the College of Literature, Science and the Arts (LSA).

Professor Carlos asked how the interest of the three groups are integrated. Ms. Aravamudan said each stakeholder had different interests which needed to be brought into dialogue.

Professor Carlos asked what the Ginsberg Center meant by community. Director Callan said that the focus this year is Washtenaw County with some connections in Detroit. She noted that there is a significant inequity issue in the county (Ann Arbor versus Ypsilanti) which can provide models for engagement that will have application elsewhere. The Center's plan is to expand on the basis of faculty interest, hoping to encourage faculty to coalesce around themes such as sustainability, food justice, housing equity etc. rather than a geographic area.

Chair Schultz raised President Schlissel's concern that the University should reach out to more rural areas, which appear to be disconnected from the University. Director Callan replied that this disconnect exists in Washtenaw County, and is looking for themes that lend themselves to facilitating dialogue. She added that the center has worked at promoting democratic engagement, that the Ginsberg Center was the voting center on

campus (further developments soon) and has worked to bring people of different backgrounds together.

Professor Marsh asked how many organizations the Ginsberg Center is engaged with, and whether the center sought to connect people and then to step away. Director Callan replied that the center had 90 community partners and its role depended on the interest of faculty and partner. The center works to set expectations on both sides.

Professor Marsh asked how the Ginsberg Center contacted community groups. Director Callan said word of mouth travels fast, scarcity is real in the social service area, and successful partners tell others about their experiences with the center.

Professor Ortega pointed out that community based organizations can have problems integrating students into their activities.

Professor Beatty asked about the Ginsberg Center's dealing with the Flint and Dearborn campuses. Director Callan said they were working hard on collaboration and she meets regularly with Traci Hall at with UM-Dearborn's Office of Metropolitan Affairs and with Paula Nas at UM-Flint's University Outreach. An issue is to discover needs and what the infrastructure can support.

Professor Wright asked if most projects require funding. Director Callan said that the Ginsberg Center had an endowment (40% support), in addition to money from the General Fund and Development Work. It can offer small seed funds to faculty. Her current goal is to build networks to expand the center's reach at Michigan.

#### 4:05 2017-18 SACUA Vice Chair Election

Professor Carlos has agreed to run. Professor Weineck moved that she be elected by acclamation. The motion was carried unanimously. Professor Carlos will serve as Vice Chair. Chair Schultz discussed the duties, which will include acting as grievance monitor.

#### 4:07 Immediate Past Chair Position

Chair Schultz said that chair should expect that the immediate past chair would act in an ex officio member of SACUA if the immediate past chair is not a continuing SACUA member. He suggested that there should be a research funding for the immediate past chair, and for the chair, who otherwise gets 50% release time.

Professor Weineck asked if there was money available, Chair Schultz said that there is currently sufficient funding (Ms. Snyder said the proposal would deplete resources within 4-5 years and could hamper some special projects).

Professor Potter said different chairs have better relationships with some Executive Officers than others, which can be useful (depending on a chair's experience in office).

Professor Ortega recognizes that past chairs have issues that they are still working on.

Professor Weineck said other faculty government groups have an executive committee consisting of future chair, ex-chair and chair, which enhances continuity, and

that it would now be an expectation that the chair would ordinarily be from the second-year cohort.

A formal proposal will be prepared for Senate Assembly, which will include research support (\$3000.00 for the chair and the immediate past chair if the immediate past chair is not a continuing member of SACUA).

#### 4:25 Committee Liaison Reports

Professor Ortega said that the Tri-campus task force has been working to get a handle of faculty governance on the three campuses, there is great interest on the Flint Campus as there are differences of understanding with respect to policies. Faculty governance at Flint wants to have a better understanding of processes on the Ann Arbor campus and a continuing task force to develop clarity about the role that faculty governance has on the different campuses.

Chair Schultz said that the task force should be reauthorized next year if the task force requests this (possibly make it a standing committee); there needs to be better continued coordination between the three campuses.

#### 4:30 Matters Arising

Professor Potter raised the issue of the motion for Senate Assembly, requested by the Student Relations Advisory Committee (SRAC), regarding student mental health issues. The motion is as follows:

.....  
**RESOLUTION 41017**

The Senate Assembly supports developing centralized education for instructors and faculty to raise awareness of physical and mental health issues facing students, and knowledge of supportive resources on campus, to promote accessibility, self-care and school-life balance.

The motion carried 5-1.

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#### 4:45 Executive Session: Honorary Degrees Selection Committee

[Academic Freedom Lecture Fund]; [School of Music, Theater and Dance]; [GEO]; [UM-Dearborn and UM-Flint]; [Honorary Degree Committee]

#### 5:18 Adjournment

Respectfully submitted,  
David S. Potter  
Senate Secretary

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University of Michigan Bylaws of the Board of Regents, Sec. 5.02:

Governing Bodies in Schools and Colleges

Sec. 4.01 The University Senate

"...[t]he 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

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within its jurisdiction shall constitute the binding action of the university faculties. Jurisdiction over academic policies shall reside in the faculties of the various schools and colleges, but insofar as actions by the several faculties affect university policy as a whole, or schools and colleges other than the one in which they originate, they shall be brought before the University Senate."

Rules of the University Senate, the Senate Assembly and the Senate Advisory Committee on University Affairs:

Senate: "In all cases not covered by rules adopted by the Senate, the procedure in Robert's Rules of Order shall be followed."

Assembly: "The Assembly may adopt rules for the transaction of its business. In appropriate cases not covered by rules of the Assembly, the rules of the University Senate shall apply."

SACUA: "The committee may adopt rules for the transaction of its business."

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