

Faculty Senate

May 5, 2022

3:00-4:30 via Zoom

Not approved, but reviewed due to new representatives

Sept. 14, 2022

Attendees: Anne Hinderliter, Richard Maclin, Chongwon Park, Gloria Brush, Kim Dauner, Timothy Craig

Excused: Robert Lloyd, Kelley Phillips, Liz Wright, Amy Hietapelto, Lin Xiu

Guests: Dr. Lisa Erwin, Vice Chancellor for Student Life and Dean of Students, Susana Pelayo Woodward, Director, Multicultural Center

Dr. Lisa Erwin explained the Chancellor's initiatives around diversity, equity and inclusion were established the summer that George Floyd was murdered. One of these initiatives is bystander intervention and she and Susana will share ideas for expanding bystander intervention training. To invite more ideas about expanding the training, Dr. Erwin and Susana have met or have scheduled meetings with the Student Association, Faculty Senate, and Staff Senate.

Dr. Erwin began by talking about bystander intervention happening in the moment. She shared that when you are with an individual or with a group of individuals and you notice misconduct, or a possible micro aggression, it's a response that we can have as bystanders in the moment. In terms of recognizing racism and micro aggression that happens, not in the moment, but is happening, the scope is a bit narrower and it's really to help people in the moment address misconduct. There is great literature to support the effectiveness of a peer-to-peer intervention with students. The idea that this technique could be used to prevent sexual misconduct amongst students has also taken root and there's also research that helps us understand that it, too, is an effective strategy. The reason that Dr. Erwin brought it up as part of this initiative is to broaden the concept even further to deal with racism and the literature in this field is not as solid it's still developing, but there is some evidence that training and bystander intervention techniques can be a disrupter for racism in the moment.

When we think about bystander intervention in the way we work with students and training, we're not talking about confrontation only although that is certainly one disruptive thing that can be done as a bystander, but there are also other techniques. For example, pulling the person out of the situation, changing the subject, taking the person aside later and providing support and letting them know that that it was noticed and heard. There's a lot of different things that go into bystander intervention besides the idea of just confronting the moment. One of the barriers to effective bystander intervention that may be more present is raising personal risk and so the research tells us that a person wouldn't want to enter into a confrontation is that they might feel rejected they might lose a personal friendship, and/or they might get retaliated against. Dr. Erwin wants to recognize upfront that the reason we're talking about a broader set of techniques than confrontation is that there is a perceived personal risk that must be acknowledged as a person and our students experienced this too. Confronting someone who's drinking too much or who might be subject is why you have a toolkit, so the training boils down to first, a recognition of what is racism and what is and what are situations in which you want to intervene and, second, then what are these range of techniques that are available. Susana was a leader in this project and worked with a company called Step Up who came in and we created the Got Your Back Program and one of the things worth talking about with Loretta Perry is to reenergize that and bring them back to the train the trainers. On the student side, Dr. Erwin shared that she has a fairly, well-developed plan, but wanted the senators to share ideas about other ways to reach faculty in terms of training around these range of techniques.

Susana explained that all students at UMD complete a diversity, inclusion and belonging module that gives students feedback and suggestions. For the faculty and staff, a workshop is offered each semester on

implicit bias, and micro aggressions. During this training faculty and staff can interact. Faculty and staff also get invited to the Intercultural Leadership Development (ILD) learning module. This is not mandatory, and we've realized a completion rate of 90%.

A faculty member asked what do you do about a college like Swenson that doesn't offer a freshman seminar? Susana recently met with Dean Wendy Reed about this topic, and they are formulating a plan to launch for the fall class of 2022 for first year students. Anne Hinderliter shared in the lab classes there is not enough space in the workload for faculty to supervise or observe the teaching assistants in these spaces. Training would be very beneficial in these areas.

Dr. Erwin shared that we have excellent opportunities in student worker training to introduce these concepts, so we love that idea and will be working with UMD Human Resources.

What ideas do you have about places we might introduce additional bystander intervention training for faculty? As Dr. Erwin mentioned, new faculty would be encouraged to complete the training modules, but in addition to that she's connected with Jen Mencl who manages the onboarding of new faculty, and she believes that Jen is seeing bystander intervention as a piece of ongoing training. A faculty member asked that with bystander intervention training ongoing is it possible to integrate it with the wellness plan activities? Because with that plan we earn points for doing things to better wellness and if bystander intervention could be a part of wellness in terms of just our overall community wellness. Susana also asked whether faculty would be interested in the train the trainer training for bystander intervention. Faculty tend to listen and that may be another strategy.

There is a proposed Town Hall on May 20th at 3:00pm to finalize set of questions and wording on Student Teaching Evaluations of Teaching. The town hall format is similar in design as to Liberal Education Program Town Hall. Stakeholders to be asked to attend include faculty, staff, Student Association, EOCAI and ARLC. This grouping is purposeful to also examine the questions through a diverse set of perspectives and to also gain understanding on the teaching evaluation process across campus and how the information is utilized.

Adjourn
Wendy J. Larrivy