

Faculty meeting notes (9.14.22)

1. Upcoming communication with Dean White concerning the identity of our department; setting priorities/helping him understand how to resource the priorities of our department

What are the five top things to know concerning our department?

The composition of the faculty is unique because it's more diverse than in other departments

Addressing the loss of faculty members in specific areas

What is it that we do as a department (to make the demands more compelling to the Dean)?

Serving a lot of students in a small classroom—intimate experience, across the board

How do we articulate the value of teaching smaller classes in a way that will make sense to administration?

Many of our classes fulfill gen-ed requirements

Interdisciplinary importance—the work we do connects to many other fields of study (we're indispensable in this way)

While we are a language/linguistics department, we are also a literature and culture department

In order to continue to train students, we might adopt a holistic approach with more faculty

Full staff is paramount—Spanish, at least, doesn't have full staff

Most of the resourcing comes from the college, which is primarily concerned with undergraduate education, which is distinct from the graduate student aspects of our department

Graduate student placement has been excellent, and so we need more faculty in order to maintain that success

Has there been any talk about increasing class size?

There are a good number of classes below 20

As of last year, the priority has shifted toward efficiency and productivity

What is the extent to which our department contributes to study-abroad numbers?

Study-abroad could be foregrounded

Why does having a good graduate-student cohort contribute to the undergraduate question?

Research & Discovery could be foregrounded

We thrive at training our students in effectively creating interpersonal relationships

“soft” skills in the classroom, which they might not obtain in other departments (i.e., emphasizing the value of communication)

The assessment process could protect language departments because, if we don't have students reach these levels, we risk losing our accreditation

How we assess value is itself a value assessment

There is a tension between what is valued and what is sold

What is sold to the students vs. what is sold to the board(s) delineates this tension

We have strong numbers in majors and minors, and we're also a place that produces research in literature, culture, and teaching, so we're basically doing both

Small-size classes (relative to the college) provide intimate experience; letters of recommendation speak to this

How do we articulate the relationship between the five different sections in our department?

General contribution to the humanities in a multi-lingual world

We are a uniform research unit, encompassing language training, which contributes to the humanities, writ large

To what extent is the humanities a threat to the board(s)?

In four years, we basically cover the entirety of the curriculum of K-12 (in terms of preparation for the postgraduate job market)—ensuring students are prepared

Each of is fully-trained teaching a 100-level

Emphasizing the divergence between our department & others in the college is paramount
Focus on enthusiasm and the cohesion of our department!

Ellen is going to have a meeting with Dean White, which will help us understand the form of our discussions with him

2. Guest speaker: Shahnaz Khawaja from Student Wellness on graduate-student support

What are the services and programs offered to graduate students by Wellness?

What are the differences between Wellness, Campus Health Services, and CAPS?

Campus health is where medical practitioners are

CAPS is for psychotherapy

Wellness is basically for the early stages of collapse

For: Students not feeling like themselves

Helping them understand if they need help

All substance-abuse questions are handled by Wellness

Early-intervention help for those struggling with their routine

Wellness provides maintenance and support;

However, these three bodies (Campus health, CAPS, and Wellness) interact, so

Wellness can help students by referring them to CAPS and other community-based providers

Wellness is organized according to a tripartite structure:

- 1) primary, population-based;
- 2) secondary and interventions;
- 3) tertiary seems to be more critical (I couldn't catch this one)

How do we help students maintain harmony in the various dimensions of their lives?

Socio-ecological model is also used by Wellness

Wellness provides workshops (e.g., mindfulness/stress reduction) and programs (S. H. A. R. E, sexual health and relationship education)

More: dimensions of wellness, healthy relationships 101, mental health and COVID, sleep jeopardy, outreach tabling events, mindful Monday, Carolina after Dark

Substance-abuse help:

Alcohol 101, organization alcohol education, decisions, harm reduction, substance use assessments, substance use brief intervention (model) and treatment, community referral, and withdrawal and re-entry

Students can submit ideas for a Wellness event, which comes with some funds to support it
Wellness will help with the articulation and execution of the event

Basically, Wellness helps students make healthy decisions & prevent unhealthy decisions—
Wellness also houses the Recovery Support Indicated Group Program (CRP)

Graduate and Professional Student Wellness Symposium & Resource Fair (once-a-semester)

Including workshops on stress and resilience, mindfulness and meditation, listening to your body, communication skills, navigating conflict

Sister Talk After Dark—Graduate & Professional BIPOC Women

Resiliency, Education, And Leadership. Talk BIPOC Meeting

Wellness will also consult with us if we need custom content (e.g., a particular workshop for a particular problem we've identified with students)

Wellness also provides 1:1 coaching services (professional integrative health & wellness coaching; recovery capital building coaching; Alcohol and Other Drugs support coaching)—
opportunity for informal meetings

3. Undergraduate research week

Oct. 11- info session for ROMS

Chloe is looking for students who might want to share their research

She is going to send out a flyer with event information in early October

4. Administrative updates from Shavon

New website: email Shavon with any dead links we find

The Intranet is located at the bottom of the website page

If you're new and have not yet submitted your bio, you can do so through Intranet

An email will go out for faculty events

9.30: deadline for fall deadline of faculty events (?)

Brooke Harris (sp?) is the new publications manager

Right now, we're understaffed one in the main office; Alex is temporarily helping out

All graduate-student questions can be answered by Lauren

The main office is still on a hybrid schedule (1-2 days hybrid, after the first 30 days or so)

Campus Life Experience (CLE) credit—where students go to at least two events each semester in order to get CLE credits

The event has to be on Heel-life

To fulfill CLE credit, the course has to have some type of discussion that enhances the student experience (e.g., post-screening discussion)

5. Announcement: two searches (tenure-stream for Assistant or Associate Professor in Spanish and/or Jewish Studies; Teaching Assistant Professor in Spanish translation and in interpreting, collaborating with other units)

6. Departmental party on Friday, 9.16