

2019 Interinstitutional Faculty Senate Candidate

Susan Shaw (at OSU since 1996), Professor, 2009-present; Associate Professor, 2004-09; Assistant Professor, 2002-04; Instructor, 1996-02 ~ Women, Gender, & Sexuality Studies, School of Language, Culture, & Society (School Director, 2010-2016) – College of Liberal Arts

FACULTY SENATE SERVICE: Liberal Arts Senator (2019-present, 2010-12, 2004-06, 2000-02); Executive Committee (2003-04); Diversity Council Difference, Power and Discrimination Ex-Officio (2007-11); Baccalaureate Core Committee Difference, Power and Discrimination Ex-Officio (2006-10, 1999-03); Committee on Committees (2001-02)

UNIVERSITY SERVICE: Athletics Diversity & Inclusion Working Group, 2019-present; Faculty advisor, Golden Key National Honour Society, 2017-present; Committee to Draft Statement on Freedom of Expression, 2016; Leadership Council for Equity, Inclusion, and Social Justice, 2016; Graduate Faculty Advisory Committee, 2014-15; Center for the Humanities Advisory Board (chair), 2011-13; University Space Committee, 2010-12; Student Experience Core Planning Team (Co-Chair), OSU 2007, 2002; Advisory Board, Difference, Power, and Discrimination Program, 2002-06; MAIS Committee, 2004-05; Athletic Advisory Board 1998-03 (chair, 2001-03); NCAA Accreditation Steering Committee and Chair of the Equity Subcommittee, 2000-01; Gender and Minority Equity in Athletics Task Force, 2001; President's Commission on the Status of Women (ex-officio), 2000-05, 1997-99; Women's Center Advisory Board (ex-officio), 2000-02, 1997-99

SEARCH COMMITTEES (at the level of department head and above): Director of the Women's Center, 2011; CLA Dean, 2006; Women in International Development Director, 1998

Candidate Statement: I strongly believe that senior faculty should engage in deep and meaningful ways in service. Having been a faculty senator a number of times, and on the EC, I am interested in continuing my service to the Senate in a new way as an Interinstitutional Faculty Senator. I believe institutional memory is important in shared governance, and I am happy to bring 23 years of experience at OSU to the task. I also believe working with colleagues across the state to address pressing issues in higher education, especially those that most affect diverse faculty and students, is an essential task.

What critical issues for faculty at a state-wide level will be best addressed through IFS and how can you help move those issues forward?

- (1) Inclusion, equity and justice. I just completed five years as PI or co-PI of OREGON STATE ADVANCE, our NSF-funded project to transform the institution around issues of difference, power and discrimination. While we made great strides, work remains to be done at OSU, and across the state, as we seek to address historical marginalization and ongoing bias and discrimination against women, people of color, LGBTQ people, people with disabilities, poor and working class people and aging people. IFS provides an opportunity to imagine institutional transformation across the state, particularly as the demographics of the state and higher education change. I bring a long history of experience as a WGSS professor, a former director of the DPD program and a facilitator of the ADVANCE summer seminar to participate with my IFS colleagues in imagining transformed institutions of higher education in the state that prioritize, not simply inclusion, but inclusion with equity and justice.
- (2) Shared governance, unionization and collaboration. I am a strong supporter of shared governance and of faculty unions. I think we need both to ensure faculty are at the table in every way in university decision-making and everyday practices of higher education.

IFS provides an opportunity for faculty to imagine and implement collaborative efforts across the state among our various faculty representatives. Particularly in these times of decreasing funding, we must ensure faculty voices are heard at every level across the state as budget decisions are made. As a former school director, I recognize the difficulties in implementing budgets in the face of declining resources, and I also know that our commitments to quality education and equitable and just treatment of faculty and staff must be prioritized in how we manage our budgets.

- (3) Resources, budgets and student debt. This priority is closely related to the previous two. Budgets, more than words, demonstrate our values and commitments. While we must advocate with the state to provide adequate funding for higher education, we also have to live in the reality of state funding that falls well below what we need. We also must recognize that increased student tuition excludes many students from attending college and creates greater debt burden for the students who do find a way to come. IFS can be an important voice in thinking about and finding ways to balance budget realities and universities' commitments and priorities. Both my diversity work and administrative work have challenged me to think deeply about these things and to try to implement them within my spheres of influence. I believe I can both contribute to the discussion on fiscal matters and work with IFS to advocate with the state and develop deeper understandings that can inform the resources I bring back to OSU.