

University of Dayton

eCommons

---

Academic Senate Minutes

Academic Senate

---

9-25-2020

## 2020-09-25 Minutes of the Academic Senate

University of Dayton. Academic Senate

Follow this and additional works at: [https://ecommons.udayton.edu/senate\\_mins](https://ecommons.udayton.edu/senate_mins)

---

UNIVERSITY OF DAYTON

DAYTON, OHIO

MINUTES OF THE ACADEMIC SENATE

September 25, 2020

Zoom, 3:30-5:30 p.m.

**Senators Present:** Joanna Abdallah, Philip Appiah-Kubi, Paul Benson, Connie Bowman, James Brill, Ali Carr-Chellman, Lissa Cupp, Neomi De Anda, M.E. Dillon, Lee Dixon, Samuel Dorf, Jim Dunne, Deogratias Eustace, Sharon Gratto, Mark Jacobs, Jake Jagels, Jay Janney, Katie Kohonen, Carissa Krane, Catherine Kublik, Sayeh Meisami, John Mittelstaedt, Brennan Mooney, Drew Moyer, Grant Neeley, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrew Sarangan, Andrea Seielstad, Andrew Strauss, Tereza Szeghi, Kathy Webb, John White, Mary Ziskin

**Senators Absent:** Cali Anne Cleaves, Michael Davies, Jacob Troutwine

**Guests:** Craig Looper II (Parliamentarian), Stefanie Acevedo, Shauna Adams, Amy Anderson, Philip Anloague, Jackie Arnold, David Ashley, Elana Bernstein, Deb Bickford, Susan Brown, Faisal Chaudhry, Anne Crecelius, Cathryn Curry, Corinne Daprano, Stephanie Dhuman-Giron, Wiebke Diestelkamp, Gloria Dodd, Harvey Enns, Erin Gahimer, Tongyu Guo, Umesh Haritashya, Beth Hart, Carl Hunter, Denise James, Jia Jia Wei, Mitchell Johnston, Susybel Kallsen, Kathy Kargl, Tharanga Kariyawasam, Ryu-Kyung Kim, Jane Koester, Michael Krug, Ashleigh Lawrence-Sanders, Laura Leming, Mary Lou Andrews, Heather MacLachlan, Angela Mamma, Bill Marvin, Sabrina Neeley, Hunter P. Goodman, Arnecia Patterson, Carolyn Phelps, Phu Phung, Danielle Poe, Ryan Qiu, Julia Randel, Lis Regula, Laura Sextro, Cilla Shindell, Thomas Skill, Eric Spina, Tiffany Taylor Smith, Marguerite Wallace, Weiping Wang, Gary Weik, David Wright, Sean, 1 call in guest

1. Opening Prayer-Sharon Gratto
2. Minutes-August 28, 2020. Stand as corrected
3. Welcome, Introductions, Senate 101. The current composition of the senate, an overview of its functions and responsibilities and a brief introduction to Robert's Rules of Order were presented. New senators for 2020-21 are Dr. Philip Appiah-Kubi (SOE) Dr. Ali Carr-Chellman (SEHS) Prof. Lissa Cupp (Part-Time Fac) Prof. Mary Ellen Dillon (FT-NTT) Dr. Sharon Gratto (CAS/Arts) Dr. Jay Janney (SBA) Dr. Carissa Krane (CAS/NS) Dr. Grant Neeley (CAS/SS) Prof. Fran Rice (LIB) Dr. Mary Ziskin (SEHS).
4. Announcements. Jen Dalton (SEHS) agreed to serve on SAPC. Still working to identify a FT-NTT faculty member representative to serve on FAC. Please consider signing up to lead the opening prayer/reflection for the Senate, the signup sheet is in the Academic Senate folder.
5. Resolution: Commitment to Working Toward Anti-Racism. The resolution was reintroduced after being postponed at the August 28 special meeting of the Academic Senate. Based on the discussion during the senate meeting, subsequent conversations, and discussions at ECAS, the resolution presented at the meeting included revisions listed in red text. The revised resolution was circulated to senators prior to the meeting. Each revision was presented as individual motions for amendments. Each motion was seconded and the floor was opened for discussion. Amendments presented:

- Original statement: *WHEREAS there still remains a lack of national dialogue regarding Indigenous Land Acknowledgement, or the past and current theft of land, life, and livelihood for Indigenous people, including in the Miami Valley region.* Revised amendment: *WHEREAS there still remains a lack of national dialogue regarding Indigenous Land Acknowledgement, and the rights of the Indigenous sovereign nations who are the first peoples of these lands, as well as the ways in which colonization has and continues to undermine their self-determination and livelihood.* No suggestions were offered. Vote to accept amendment as written: 28 Yes, 1 No, 3 Abstain.
- Original statement: *WHEREAS Dayton is classified as a "hypersegregated city," consistently among the top most segregated cities in the entire nation over many decades, with high concentrations of Black poverty, isolation, inadequate educational and housing opportunities, and lack of neighborhood resources such as grocery stores and health care facilities, even with neighboring affluence and an abundance of resources in predominantly white neighborhoods nearby.* Revised amendment *WHEREAS Dayton is classified as a "Welcoming City,"* it is also classified as "hypersegregated city," consistently among the top most segregated cities in the nation over many decades. The statement was further revised to read: *WHEREAS Dayton is certified as a "Welcoming City,"* it is also classified as "hypersegregated city," consistently among the top most segregated cities in the nation over many decades. Vote to accept with one revision 30 Yes, 1 No, 1 Abstain.
- Proposal to insert the statement: *WHEREAS centuries of persistent and pervasive anti-Black racism in policies, norms, and practices have resulted in contemporary realities of high concentrations of Black poverty, as well as isolation, inadequate educational and housing opportunities, and lack of neighborhood resources such as grocery stores and health care facilities for many communities of color, even with neighboring affluence and an abundance of resources in predominantly white neighborhoods nearby.* No suggestions were offered. Vote to accept amendment as written: 32 Yes, 0 No, 1 Abstain.
- Original statement: *WHEREAS the racial disparities and costs of racism, particularly for Black and Brown communities, in terms of economics as well as health and well-being, are well-documented, however, their pain is often neglected, dismissed, minimized, discounted, or excused away.* Revised statement: *WHEREAS the racial disparities and costs of racism, particularly for African American, Indigenous, and Latinx communities, in terms of economics as well as health and well-being, are well-documented, however, their pain is often neglected, dismissed, minimized, discounted, or excused away.* No suggestions were offered. Vote to accept amendment as written: 29 Yes, 2 No, 1 abstain.
- Proposal to insert the statement: *WHEREAS the experiences and perspectives of racial and ethnic identities who suffer from white supremacy, such as Latinx, Asian American and Pacific Islanders, Indigenous or Native, are affirmed and valued.* Discussion topics: Unclear what this statement affirms and who affirms this statement. There are many identities not included in this statement, shouldn't all be identified? It is unclear if all these identities suffer from white supremacy or are we affirming those that have either experienced, or believe they have experienced, white supremacy? The statement appears to value the experience of suffering. Perhaps the statement isn't needed because this sentiment is reflected throughout the document. The initial impetus behind the

university's statements over the summer was the unique effect of racism on African-Americans, and we need to keep that foremost in mind before we vote. A motion was made to excise the statement. Vote to remove this statement: 30 Yes, 1 No, 2 Abstain.

- Original statement: *encourages units and departments to assess their pedagogies, policies and practices to ensure they comply with these principles and to take corrective action where inequities are identified (e.g., units and degree programs integrate curriculum from the Race and Ethnic Studies, Women and Gender Studies programs; formally recognizing the invisible labor that leads to cultural taxation in evaluation and reward structures)*. Revised amendment: encourages units and departments to assess their pedagogies, policies and practices to ensure they comply with these principles and to take corrective action where inequities are identified (e.g., **formally recognizing the invisible labor that leads to cultural taxation in evaluation and reward structures; units and degree programs integrate curriculum from the Race and Ethnic Studies, Women and Gender Studies programs**). No suggestions were offered. Vote to accept the amendment as written: 26 Yes, 1 No, 5 Abstain.
- The motion to approve the amended resolution was seconded. Discussion:
  - Recommend revising statement "...and the rights of the Indigenous sovereign nations who are the first peoples of these lands, as well as the ways in which colonization has and continues to undermine their self-determination and livelihood." to read "...and the rights of **THE PEOPLES OF** the Indigenous sovereign nations as well as the ways in which colonization has and continues to undermine their self-determination and livelihood." There was a discussion on how the meaning of the statement would change if the word "peoples" was used instead of "people".
  - Tongyu Guo (SGA, chair-Committee on Campus Unity) read a statement from the Campus Unity committee of SGA supporting the UD administration and the Academic Senate's commitment to work toward anti-racism.
  - The motion to amend the statement was withdrawn.
- Vote to approve the resolution as amended, accepting all the text in red, changing the word "classified" to "certified" in the statement WHEREAS Dayton is **certified** as a "Welcoming City," it is also classified as "hypersegregated city," consistently among the top most segregated cities in the nation over many decades, and excising the statement **WHEREAS the experiences and perspectives of racial and ethnic identities who suffer from white supremacy, such as Latinx, Asian American and Pacific Islanders, Indigenous or Native, are affirmed and valued**. Vote: 29 Yes, 3 No, 0 Abstain.

6. Conversation/Zoom Break Out: Academic Senate Composition Revisions. A PowerPoint was used to present background information on previous conversations about senate composition. Senators were separated into breakout rooms to discuss options and to gather feedback on how to move forward. ECAS will review feedback captured from the breakout sessions. Additional consultation and feedback will be forthcoming.

7. Committee Reports- send to Fran Rice

- APC-Tereza Szeghi
  - The Academic Policies Committee has been working through a series of

consultations pertaining to two draft policies: one concerning general transfer credits, and the other concerning transfer credits for military training, coursework, and experience. The APC will return recommendations to ECAS on both policies by the end of November. APC meets every Friday, with the exception of when the Academic Senate convenes, from 2:30-3:30 pm via Zoom.

- FAC-Carissa Krane
  - The FAC has been charged with 1.) reviewing the feedback obtained from open forums and the Academic Senate regarding the draft revision of the University Promotion and Tenure Policy, submitted by PProPT and revised by the 2019-2020 FAC, and making the appropriate revisions in response to the feedback, and 2.) reviewing the revisions to the policy on the evaluation of teaching and the two new policies on service and research/scholarship/librarianship, submitted by PProPT. Recommendations on these policies are requested by ECAS by November 1, 2020. The FAC is meeting weekly on a rotating schedule of meetings to accommodate the schedules of FAC members.
- SAPC-Lee Dixon & Sharon Gratto
  - SAPC is currently working on the charge related to Academic Dishonesty. We have gone over the previous SAPC report on this matter and are looking to address as many of the recommendations outlined in the report as we can. We have reached out to Student Development as well as CIP to better understand the information that incoming students, both domestic and international, regarding academic dishonesty. We are also working on the Academic Dishonesty reporting forms in order to align them with the practices outlined in the Catalog. We have yet to figure out who to reach out to in order to have the current undergrad form on Porches replaced. We will continue in this endeavor.
- ECAS-Leslie Picca
  - ECAS continues to meet weekly on Friday at 8:45am - 10:15am via zoom. ECAS has focused conversations on the anti-racism action plan and the role of the Academic Senate, and the Academic Senate composition. ECAS has also narrowed the pool for 2 UNRC calls (1) the Institutional Bias Response Advisory Committee, and (2) the University's Enterprise Online Learning Task Force.

8. Adjournment 5:31

Respectfully submitted: Fran Rice