

6-19-2020

2020-06-19 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

Follow this and additional works at: https://ecommons.udayton.edu/ecas_mins

Recommended Citation

University of Dayton. Academic Senate. Executive Committee, "2020-06-19 Minutes of the Executive Committee of the Academic Senate" (2020). *ECAS Minutes*. 500.
https://ecommons.udayton.edu/ecas_mins/500

This Article is brought to you for free and open access by the Academic Senate at eCommons. It has been accepted for inclusion in ECAS Minutes by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

Approved Minutes
Executive Committee of the Academic Senate
June 19, 2020
10:00 am – 11:30 am
Zoom meeting

Present: Joanna Abdallah, Paul Benson, Connie Bowman, James Brill, Sam Dorf, Deo Eustace, Carissa Krane, Leslie Picca, Jason Pierce, Fran Rice, Andrea Seielstad

Guests: Janet Bednarek (Faculty Board representative), Anne Crecelius, Shannon Driskell, Denise James, Sean Falkowski

Excused: Mark Jacobs

Opening

- Opening prayer / meditation/poem – Carissa Krane
- Approval of minutes from 06/12/2020 ECAS meeting-minutes approved

Announcements

- Next ECAS meeting Friday, June 26, 10am – 11:30am; no ECAS 7/3/2020, and 7/10/2020
- ELC Meeting Monday, June 22, 10:30am – 12pm: Review demographic data for those furloughed/laid-off; enrollment update; updates on planning for Fall 2020.
- Senate meeting on Friday, June 12: huge thanks to Sam and Fran!

New Business

- Consultation on Fall 2020 Calendar: Labor Day and Midterm Break --The university is considering a proposal to eliminate mid-term break this year and replace with two mid-week single day breaks. Holding classes on Labor Day and adding an additional day off at the Thanksgiving break is also being considered. Comments:
 - Consider Election day for one of the mid-week breaks.
 - Mid-week day breaks will impact labs, grad classes and others that are held once a week.
 - Faith-based traditions need to be considered when choosing mid-week breaks.
 - The semester would be very long and very tiring without any breaks. Breaks are needed for both faculty and students to recover and refresh.
 - Consider ending the Friday before Thanksgiving instead of two mid-week breaks. Response: Some courses might need those days for testing. The university is also concerned about congestion if all leave the campus at the same time.
 - From chat: Working on Labor Day will create a nightmare for childcare with kids out and daycares closed.
 - Holding classes on federal holidays places a burden on families with care centers being closed. This would impact a broad range of people. As faculty, accommodations could be made. But staff would be impacted differently.
 - A straw vote was taken of ECAS members to hold classes on Labor Day. Voting results: 8 yes, 6 no. It was suggested a broader poll be taken across campus, perhaps the HRAC could be polled?

- What will be the policy for guests coming to campus? Response: There will be no restriction on guests.
- Children could come to campus with parents if UD is in session and their school is closed. Comment: Not everyone is willing to bring their children to campus, it goes against professionalism. It is especially difficult for staff. It forces staff to take vacation days.
- There is a need for an institutional plan for working parents in case child care centers are closed by the state. Response: The university is aware of the need. Comment: Consider granting a couple of additional vacation or leave days campus wide to offset COVID related absences.
- Open Letter from President's Council Regarding Steps Toward Becoming an Anti-Racist University; Action Step #2 (Advance the University's institutional learning goals of diversity and community by educating every undergraduate student through curricular and co-curricular vehicles about the values of diversity, equity, and inclusion) & role of Academic Senate – What is your general response to the statement, and how can we move forward action step #2?
 - The senate needs to prioritize their work to accomplish this step. The senate has a role to play in a number of the steps. Many of these steps have been stated in the past, the university hasn't acted on them. Statements are nice, but changes are needed to existing policies and new policies to back them up.
 - CAS and MEC have been in conversation. Concerns have been expressed and helpful insight has been offered around the humanities commons, especially history courses. This information has been shared with the history chair who will be taking it up with faculty at their department meeting. The curriculum can be a lagging indicator, we need to do more to reduce the lag in curricular change. How can we respond with changes to first year courses, how can we respond to the moment and pivot, even this fall?
 - from Chat: We are not equipped to do the work of curriculum shifting well. Where we are strong in diversity — we also do not have redundancy. One person here or there — does not a strong set of experts make. While we may be willing, we need to be sober about our capability, and expertise. We are not as good as we think. The work we need to do requires us to take a hard look at what do, we are person depend, we don't have structures in place, especially in the curriculum. We need to think about if we have the capacity to do what we put on the list.
 - The inclusive excellence council has been tasked with supporting units to move forward with their diversity plans.
 - The academic senate could be an accountability mechanism. 20 minutes of each senate meeting could be dedicated for accountability for each point in the statement, not just those directly under academic senate purview.
 - Changes needs to be applied beyond CAP and the humanities, it needs to include the sciences, engineering, and business.
 - from Chat: Those of us in STEM also sometimes need more help in how to diversify and bring equity to our curriculum that sometimes appears to be more "straightforward" with less ability to include diverse perspectives.
 - We all need to become better at not doing damage, not all of the faculty are able to teach on this subject. We need people on campus with first hand experiences to teach these classes. Bring people to campus that are qualified to teach on the effects on racism.

Comment: If we don't have the faculty, we need to hire or retrain existing faculty. Response: This is a priority to administration.

- SEHS has brought in partner teachers to teach; this is also a training opportunity our faculty. This makes our students open and receptive to what's happening in our urban schools.
- If we limit teaching to experts, how do we encourage or empower us? We need to engage students on the learner level.
- True diversity and inclusion is not just inserting stuff in your courses, it involves a reframing of your classes.
- What support is in place to bring people to campus who are qualified to teach?
- Grad students are being left out of the discussion. They were not included in the Halualani and Associates survey. Because of funding, MEC focused only on undergraduates.

What are our short- and long-term goals?

- Have Michele Pautz come to senate and identify short- and long-term goals of CAP.
- CAS is still in the information gathering stage, gathering feedback and feedback from CAP coordinators. Once compiled, CAS needs to bring the information to senate.
- Can we have a group to work on bringing people of color to campus to teach specifically about race and science; people that have had first-hand experience with the impact racism has had on their lives?
- We need to share what is being said and taught in all courses. Without transparency, there is limited awareness and an inability to support and reinforce what is being taught. We need to share syllabus, share learning outcomes to be able to provide connections with other courses.
- from Chat: We could recommend as a Senate that departments and units be encouraged to immediately retain adjuncts, lecturers, visitors who have first-hand experience with systemic racism and uniquely contribute to our emergency goals of reversing our legacy of institutional racism and exposing our students and ourselves to expert experience, examples and knowledge. The university could budget expressly for that.
- Can student responses to these changes be shared so we can hear and learn more from them? Their shared experiences would help inform our work.
- Workload Policy (DOC 2012-09) and current crisis—get this on our radar, do we need to revisit this or not? Due to time limitations, will be held for a future ECAS meeting.

Old Business

- See: https://docs.google.com/document/d/1PRmlgiJ2ByggvW5T2RXEk2meltZ_A3MsDiWugrhHpTU/edit
Due to time limitations, will be held for a future ECAS meeting.

Adjourned: 11:34 am

Respectfully submitted, Fran Rice