

12-11-2020

2020-12-11 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

Approved Minutes
Executive Committee of the Academic Senate
December 11, 2020
8:45 am – 10:15 am
Zoom meeting

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

Excused:

Guests: Mary Ellen Dillon (FT-NTT faculty senator), Sean Falkowski (Faculty Board representative), Julio Quintero (Associate Director for Inclusive Excellence Education and Initiatives), Tiffany Taylor Smith (Executive Director for Inclusive Excellence Education and Professional Development)

Opening

- Opening prayer / meditation – Paul Benson
- Approval of minutes from 12/04/2020 ECAS meeting. Minutes approved.

Announcements

- Update President's Council and Open Forum-Memories of the late John Mittelstaedt, SBA Dean, were shared. Updates from the open forum; testing, move-in, and finances, were provided. Everyone was encouraged to volunteer to help with move-in and testing.
- Transfer Policy/APC Report to be discussed 12/18. The discussion was originally scheduled for 12/11.

New Business

- Anti-Racism Action Plan--IEAs, DE&I and Curriculum: Julio Quintero & Tiffany Taylor Smith. A brief history of the Inclusive Excellence Academy (IEA) was presented. Content for sessions is developed from information received during learning sessions held across campus and from faculty and staff bringing topics to IEA. Topics addressed include access, disability, gender identity, bias, sexual orientation, and race. Experts from across the campus are invited to facilitate sessions. The sessions are open to UD faculty, GAs and staff. IEA sessions are offered as part of UD's benefit package. Sessions try to balance content between first time attendees and those that are aware of DE&I issues. There are plans to change the structure of the sessions and offer three levels of engagement. The Discover level will all participants to engage with a concept. The Practice level will provide opportunities to apply a concept. The Create level provides a space to create something new such as policies, structures or training. IEAs focus on information sharing and provide time for self-reflection, small group discussions and Q&A. Participants have an opportunity meet others across campus and learn what others have to say about a topic as well as how they have applied what they have learned to their work environment. IEA is also working with the diversity and social justice (DSJ) CAP component and DSJ institutional learning goals (ILG) on how these are being designed for students as well as what resources the office of diversity and inclusion (ODI) prepare for faculty. ODI is also ensuring that what students learn on the curriculum and co-curriculum side aligns with what

faculty and staff are learning in IEA sessions. The university's inclusive excellence council (UIEC) personal and professional development subcommittee ensures all of these components align in synergy and in the language.

Questions/Comments:

Question: Will unit level DE&I strategic planning align with the goals of IEA programming?

Response: We are ensuring unit level strategic planning does align with IEA goals.

Question: IEA programming is not compulsory training, how does this dovetail into faculty and staff compulsory training? Response: IEA training is voluntary. Academic units and departments have asked for training for annual staff development day while others have made attendance IEA programming a requirement for professional development.

Question: Does IEA training include content that includes an international and global perspective? Response: The information and training can be applied to all populations, not just specific groups. We want to train our campus and ensure international students are respected and not put on the spot. Student training includes MEC's online module. MEC also offers sessions that can be offered during class time.

Comment: As a Senate we need to be attentive to finding ways to make faculty realize these sessions are development opportunities for everyone. There are a wide number of issues that are the responsibility of both faculty and staff.

Comment: It might be worth revisiting the idea of a faculty development day held at the end of the semester. Response: There is the learning teaching forum held in January that does offer several sessions. A faculty development day at the end of the semester is something we could consider.

Comment: There are units and departments that require DE&I training and these sessions would provide an opportunity for our faculty to be involved and trained.

Comment: Some faculty may feel uncomfortable with sharing stories and self-reflections in the same session with people they don't know very well. There needs to be specific sessions on academic information geared towards faculty, like best practices for teaching or how to address the biases in the evaluation of teaching and in promotion and tenure. Response: As much as we want to bring faculty and staff together, there are some specific topics that are geared towards faculty, like DSJ ILG and DSJ CAP. These are being investigated. Inclusion in the classroom is one session currently offered that focuses on pedagogy. There needs to be a balance of sessions for faculty and staff to attend together and sessions that are geared towards faculty.

Question: Do you see some faculty thinking this will be handled by a CAP class and there isn't a need to address these issues in their classes? Is this an opportunity to show faculty some of the things they can do to make their classes more inclusive? Response: We want all faculty, no matter what they teach, to consider how they are engaging with their students; through assignments, materials, examples used, groups, etc. We want faculty to pay attention to the students who are not participating. Perhaps there is implicit bias in the way they advise; am I treating people differently? This is all being taken into account.

- Anti-Racism Resource for Faculty. A draft of a checklist that faculty can do to increase inclusive excellence, especially anti-racism, in the classroom was discussed. It was proposed the checklist could be shared with faculty in early January. ECAS agreed the information should come from the LTC and endorsed by the Senate.
- Senate Representative to serve on Anti-Racism Action Step #1 Working Group (reps by ODI/Taylor Smith, Provost/Phelps, HR/Washington, Student Development, Senate). Andrea Seielstad agreed to serve.
- Dean John Mittelstaedt and Honoring his Service to Senate. A resolution will be drafted honoring Dean Mittelstaedt's service to the university and to the Senate. There was a discussion to draft a second resolution to recognize losses across UD; students and extended family members, and the impact these have had on everyone.
- SGA Resolution ECAS Response—reviewed ECAS response. ECAS will send a response to Natalie Coppolino, SGA President, affirming the resolution. The response will outline steps ECAS plans to take to help improve faculty/student connections and engagements while teaching online.
- SAPC: Closing the Loop on Academic Dishonesty— Due to time limitations, will be discussed at next week's meeting.
- Other Business?

Old Business

Charges

Task	Assigned to	Work Due	Update
Univ P&T	FAC (8/28/20)	Jan 2021	
Transfer Policy	APC (8/28/20)	Nov 2020	
Transfer Policy/Military	APC (8/28/20)	Sept 2020	
Academic Dishonesty	SAPC (9/11/20)	mid-Oct 2020	
SET & bias	SAPC (9/11/20)	Feb 2021	

Priorities for Senate 2020-21

1. Pandemic/Budgetary Crisis & Shared Governance
2. Steps to Becoming an Anti-Racist University (focus on step #2 curricular/co-curricular)
3. *Senate Composition, especially increasing FT-NTT faculty reps
4. *University P&T policy (DOC 2006-10), plus evaluation of faculty--charged to FAC
5. SET & Mitigating Bias--charged to SAPC

* Requires a vote of Senate + all tenure-line faculty

Adjourned: 10:16 am

Respectfully submitted, Fran Rice