

1-7-2021

2021-01-07 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

Approved Minutes
Executive Committee of the Academic Senate
January 7, 2021
8:00 am – 9:15 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

Guests: Mary Ellen Dillon (FT-NTT faculty senator), Sean Falkowski (Faculty Board representative), Eric Spina (President)

Opening

- Opening prayer / meditation – Leslie Picca
- Approval of minutes from 12/18/2020 ECAS meeting. Minutes approved.

Announcements

- Happy New Year! Happy Birthday, Connie!
- Provost's Council updates—The Martin Luther King, Jr. celebration will be a townhall event this year. Nominations for Women of UD are due by Friday. The Learning Teaching Forum is January 8. Volunteers are still needed for Spring move-in. Messaging will be sent to Faculty regarding the spring semester. Topics for the BOT plenary sessions were discussed.
- ECAS prayer sign-up – Please consider signing up.

New Business

- Eric Spina: Spring 2021 priorities-post-COVID operations—President Spina shared priorities for Spring 2021. The top priority for the semester is to ensure a successful semester for students and continued focus on student mental health, learning, and social engagement. Additional priorities mentioned include keeping COVID outbreaks to a minimum, continuing to investigate the role UD can play in COVID vaccinations, looking for ways to help mitigate the impact COVID has had on faculty/staff/administrators, and continuing to monitor university spending to avoid COVID-related employment disruptions. Undergrad and grad enrollment for Fall 2021 is being monitored, with increased attention to alternative channels of enrollment. As possible, progress will continue on the flyers plan for community excellence.

Post pandemic, the university will continue to address the current realities of higher education i.e. change in demographics, financial issues, the political divide etc. Pre-pandemic Path Forward working groups will step up their work to address these issues as well as prioritize what the university needs to do to meet the new realities in higher ed.

Question: Is the university looking to continue online courses developed during the pandemic long term, or enhance in-person courses with online content, but not change from the university's original focus as a residential campus? Response: The university's value proposition will continue to be as a residential education. Online should be viewed as a way to make learning more effective and as a means to keep students a part of the UD community when they are in experiential programs off campus.

Question: Some faculty feel like they were not part of the Path Forward discussions that happened in the Summer and Fall of 2019. Moving forward, how will faculty play a role in these conversations? Response: Administration was criticized for making decisions in the summer of 2019 without including a large faculty voice. Hopefully what began in November 2019, with the roadshows and the creation of the budget alignment steering committee and the six different working groups, was seen as positive steps in ensuring faculty representation in decision making.

Question: What groups of students have been more impacted by the pandemic than others? Are there any programs being considered to address these impacted students? Response: Just about every student has been impacted by the pandemic. Groups who were impacted include students of color, students from lower socio-economic families, students whose families lost jobs, and students who are dealing with mental health issues. Conversations in the Path Forward groups have focused on what the university can do to support students' mental health and engagement. Follow-up comment: We should encourage students who are academically vulnerable, to take less credit hours. With the increased number of students who withdrew or received an "F" and run the risk of falling behind, supplemental courses should be offered in the summer. Response: Both excellent suggestions and will be discussed further.

Question: There might be a greater need for support systems in the summer; some systems available during the regular semesters are not available in the summer. Are there discussions about summer support services that would parallel the support offered during the academic year? Response: We recognize the need and are looking into more support systems for the summer.

Comment: The university should not suspend all essential services, like mail, when there are programs continuing to serve the community during a university shutdown and need these services.

Comment: Following up to a previous response about returning to brick and mortar classes; this needs to be re-examined in light of the disparate impact the campus environment has on people, in particular, people of color. This is an opportunity to investigate how to make the campus a tolerable, healthy place for everyone. Instead of everyone needing to be here, take education to their communities with more collaborative enterprises. Response: The university's value is in face to face interactions, the traditional classroom. Instead of taking education into the communities, it is more desirable to change the environment on campus to make everyone feel welcome and safe.

Comment: Universities are being criticized from both sides of the political aisle. The University has been criticized on the speed of the launch of initiatives and making real change in the community. Could you provide an overview on the communication strategy of the university and how are we helping faculty, students, and administrative staff with these tensions as well? Response: The university is thoughtful in their responses, and tries to let the values of the university lead its responses. Communications need to be transparent and recognize where the

university is making progress as well as where it is not. We need to understand what the values of the university are and live them and explain them where we can.

Question: In my classes, student performance levels between last spring and this fall were lower. Is this seen across the board, from freshman to senior levels and across areas of study? Is this being investigated? Response: Data is under review; so far, no conclusions have been made. The university is continuing to look for ways to make classes uplifting and stimulating. Information will be shared with the Senate once the data has been analyzed and any notable patterns are identified.

- UNRC: Military and veterans advisory committee pool.—ECAS voted unanimously to forward all applicant names to the committee.
- Resolution for John Mittelstaedt—ECAS voted unanimously to approve the resolution. The resolution will be presented to Senate January 22.
 - Prayer for January 22 Senate meeting—Crystal Sullivan, Executive Director of Campus Ministry, has agreed to offer the prayer.
- Senate composition timeline and update—announcement at Senate meeting. Since the policy to include guests temporarily on the three standing academic senate subcommittees to increase NTT faculty representation on Senate, it was agreed work needs to continue on this topic. There was support in ECAS to have different models on how to increase NTT faculty representation brought to senate for discussion and debate. Feedback from the September Senate meeting will be shared with ECAS, and the discussion will continue next week.
- Senate meeting schedule
 - Jan 22 Senate meeting: SAPC, APC, and Kim Bakota confirmed

Old Business

Charges

Task	Assigned to	Work Due	Update
Univ P&T	FAC (8/28/20)	Jan.2021	Update provided; goal to ECAS by mid-February
Transfer Policy	APC (8/28/20)	Nov 2020	Report submitted
Transfer Policy/Military	APC (8/28/20)	Sept Nov. 2020	Report submitted
Academic Dishonesty	SAPC (9/11/20)	mid-Oct 2020	Report submitted
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: 9:20 am

Respectfully submitted, Fran Rice