

Faculty Senate Town Hall Follow-up Meeting

July 7, 2020

NOTES

Regarding town hall from June 29 - sentiment was mixed feelings.

Lynette - some positive aspects to build upon. Zoom, with multiple purposes. People were able to vet and share what they needed.

Presentation Reflections by Committee Chairs:

Undergraduate Committee, Earl Rusty Lee

- We missed other chairs that could have been involved. Consider splitting academic vs non-academic. Non academic - discussions should occur between Res Life, Student Life, and Dean of Students. Campus security.
- Information in the chart that needed to go to other units. Need to forward so we can follow up with it.
- Decide on specific items to address this year.
- Follow up town hall in Fall or Spring.
- Some things that the Faculty Senate does not have purview over. We don't seem to have much authority with student life issues. There is only minor input that the senate gets involved in. Is it up to the senate to put together, administration, res life?
- Campus security reporting system - who puts that together?

Diversity and Inclusion and General Education:

Meghan and Christine Cucciarre -

- Regarding multicultural courses entirely. Raise issues regarding social justice. Clear we need to make some sort of shift, but we need to have training along the way. Cannot do it for fall and likely not for Spring. There are experts pedagogically in teaching these things. Main priority is to get this pushed through.
- Multicultural should be split into two categories: 1) the social justice side of education 2) applications (applying to disciplines). This was a unanimous independent recommended decision.
- Chronicle: how can we incorporate these disciplines into our courses, not simply a one off course. What about in a geography course, or fine arts.
- How can we promote this?
- Undergrad studies came up with a proposal to have an outcome statement on the syllabi. Touches on it, people have to make a concerted effort to incorporate it into their courses. Problem not all have syllabus. They may not have outcomes. May need to include it with Gen Ed outcomes. Another option is via first-year seminar. Could percolate through courses this way. Some disciplines make FYS part of their own

curriculum, and are not run through academic services. Engineering has a good model where they take the outcomes and apply directly into engineering pedagogy. If a student is learning about gender issues, they learn about gender issues in engineering. So an explicit and transparent outcome in FYS consciously put into one class, deliberately.

- We need training. It is apparent that as soon as we touch into words of white privilege, there are very uncomfortable points. We have a broad faculty who may not understand the issue or what the issue is. Needs to be a strong training element. How do we get everybody there. Put a checkmark in the annual eval. Dept Chair has a record of who has completed the training.
- The Diversity and Inclusion committee needs to connect with UD Advance. Need to collaborate on gathering stats on diversity in individual depts.
- The term multiculturalism was used to be inclusive, not just this culture or that one. The idea is students should learn more about a culture than their own. This is why the word was chosen, instead of diversity etc....
- From Allison Karpyn, text chat: *I agree that the issue of instructor skill in handling discussions about race is one of the most critical components to consider when it comes to course instruction. Can multi-cultural courses only be taught by those that have a certification of some kind, or have completed a training?*
- Incorporating these multicultural ideas into every course on the campus. Is this a) practical or b) desirable. For example, mathematical courses to engineering students. There is not human interaction of any kind in this course. While it sounds good, it may not be practical and not easy to do.
- Maybe it could be included in 2-3 courses. Perhaps opportunities to collaborate. In transportation, you talk about the highway interstate system, we split black/white communities. It was the cheapest land available. It may be a stretch in calculus and computer science. But we can look for the maximum point.

Faculty Welfare and Privileges Summary, Jeremy Firestone

- Few items in the chat that people thought there was a “pretty white” group that was presenting on this issue.
- No mandate per se for diversity on the committee
- Hostile environment for students. Perhaps clarify via 1st amendment that by creating a hostile work environment by a faculty member is not acceptable behavior.
- Lots of confusion between this group, OEI, and grievance procedure under collective bargaining agreement. Michael O’Neal will be incoming grievance officer.
- Clarify these points and disseminate to faculty and staff. Form a good educational function from looking at the language on some of the policies, they could be clarified and tightened up. Particularly the harassment item is “all over the place”. We can do some things in the coming year to provide clearer guidance to faculty and students, what we do, and what we might do for them.

- P&T came up and intersected a bit with this group as far as the work. Jeremy will reach out to P&T to get a clearer understanding of what they do.
- Goal is to have fewer disputes, but when there are disputes, we have a better ability to make good decisions. To the extent that Jeremy understood the concerns, they were in part that faculty behavior and or service should be counted more than they do in the P&T process than they currently do. Particularly underrepresented faculty members who get called to be on many many committees, but their service is not as valued. Must think more broadly about how we think about service to the institution. On the service side it counts less than the service to the academic community. Service to society also does not count too much.
- Response from Toby Driscoll, outgoing P&T chair - Spring is locked up in the cases, looking at individual policy documents. Has heard about COVID concerns, but not BLM concerns. It is less clear what to do from a P&T standpoint. Timing due to covid will probably disproportionately hit. There is some anxiety over the message the admin gave to the faculty regarding the promotion of the tenure clock. Did not come off as “rock solid” to some assistant professors. Should it be clarified in the faculty handbook? How will it impact the process? These delays reverberate. What will funding look like if we have a major recession or both? Ought to be some statement offering guidance in the faculty handbook. Perhaps wrap in Diversity & Inclusion. But we are still uncertain as far as when things will get better.
- One of the virtues of our P&T system, every faculty member is supposed to know where the goal posts are. Better to discuss adjustments now, rather than on an ad hoc basis later on individual bases.
- The new P & T chair is Chandra Levy. Though it is a separate discussion, P&T must look at the effect of COVID on future P&T candidates and the policies therein.
- Charles Boncelet will contact the new P&T chair to convey this information.
- Chris Williams suggests we reach out to Matt Kinscervick to see if the Provost’s office has these ideas and clarify a path towards operationalizing these.
- Charles suggests that P&T committee holds the discussions, not the task force.
- Lynette - as Toby mentioned, COVID response could be incorporated into the handbook. How about social justice issues in courses - will these count as merit work and annual reports. This would be a motivation to make some changes.
- Toby: As P&T, it is “all stick and no carrot”. People are very strong about it at every level. More difficult to make changes than at first appears.
- Charles: it would be good for P&T to consider the issues of multiculturalism and antiracism. Perhaps for faculty going up for promotion, to get greater credit than they do now.
- Lynette - John or Brian or Allison or Chris, Execs...
 - Allison, text chat - *“Has anyone suggested we include issues of inclusive instruction on course reviews?”*
 - Course evaluations to include instructors inclusive nature of the class.
 - There is a lot of pushback about student evaluations for courses.

- One issue missing for a long time is hearing voices.
 - Maybe a possible next step to be more responsive.
- Chris Williams
 - On Matt K task force to think about student evaluations. COVID stopped the meetings so far, and he will bring up Allison's recommendation.
- Christine -
 - Targeted student evaluations for multicultural courses. If we think about social justice issues in terms of pedagogy, it's not unlike thinking of technology. We have to get trained in tech. We need to use it. We get assessed on it. Why not make this a part of it too. May not be appropriate for all classes, but also to consider for P&T as a carrot not a stick.
- John Jebb
 - The handbook could be more explicit about diverse religious holidays.
 - Holidays listed on the faculty handbook. Jeremy Firestone heard from faculty Muslim holidays were not listed in the handbook. Should think about annual holidays (Juneteenth), and perhaps other holidays we may need to have around the issue

Student Life, Jackie Fajardo

- Establish connection between P&T and Student Life - appropriate next steps.

Next Steps

- Usefulness of a UDaily article?
 - Yes if we articulate specific actions we will take.
 - Lot's of empathy being expressed at the university, but not a lot of concrete steps.
- Charles Boncelet: Saturday course plan, this conflicts with the Jewish Sabbath. Should a senate committee consider this, which one, and how do we move quickly on it? Who should be discussing this and where can we get the most speed? This will be a tough one. Muslim Sabbath on Friday.
- Earl "Rusty" Lee - the language that is there to request an excused absence. The listing of which holidays goes back to which religions. Which holidays?
- Chris Williams: Right now there are few classes showing up on the Wed/Sat schedule.
- Charles reminded us that Tom Apple had a similar plan a few years ago, where Wed would be reserved for non traditional time block courses (3 hour classes etc).
- Charles: University may have classes on Labor day. Who do we recommend at the Senate level to consider this, pros and cons. What is the status of election day?

- Chris: Academic Task Force talked about Labor Day and will recommend we hold classes.
 - Needs to go to senate since they still oversee the calendar
 - Reasons:
 - 1) we start on Tuesday the week before labor day
 - 2) we have election day off.
 - So removing Labor Day will keep parity. They were also concerned about bringing students back that first week and now we give them three days to have parties.
 - Charles requests a coordinating committee convene to discuss and record objectives. This might also include the Faculty Welfare and Privileges committee involved too, as it is a federal holiday.