

Drake University Faculty Senate Minutes

March 17, 2021

President Shelley Fairbairn called the regular meeting of the Faculty Senate to order at 3:30 pm, Wednesday, March 17, 2021. The following senators were present for all or part of the meeting: Natalie Banta Lynner, Klaus Bartschat, Michelle Bottenberg, Megan Brown, Dan Chibnall, Renée Cramer, Debra DeLaet, Matt Dore, Catherine Gillespie, Anisa Hansen, Matthew Hayden, Sandy Henry, Paul Judd, Kevin Lam, Peter Levi, Joan McAlister, Lynn McCool, Erik Maki, Denise Hill, Jimmy Senteza, Priya Shenoy, Ron Torry, Jill VanWyke, Matt Zwier, Shelley Fairbairn, and Carrie Dunham-LaGree.

The February 24, 2021, minutes were approved on a voice vote, motion by Debra DeLaet, seconded by Ronald Torry.

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College/School Announcements

- SJMC: Drake graduate Bailey Coronis, intern on the Tonight Show with Jimmy Fallon, has been accepted into the NBC page program.
- Congratulations to Renée Cramer on her new position as Deputy Provost, beginning July 1.
- Congratulations to students and their faculty mentors on the [50th annual Juried Student Art Exhibition](#) at the Anderson Art Gallery.
- Best wishes to the Drake Bulldogs in the NCAA Tournament.

Provost Mattison's report

- Vaccinations in Iowa will open for all adults starting April 5. By the end of summer, every adult who wants a vaccine should be able to get one, so fall semester should look a lot more normal.
 - If a student wants to take a course online that is traditionally F2F, the student will need to provide documentation to the Office of Student Disabilities.
- A task force is being empaneled to look at what post-pandemic looks like at Drake University.
- It is difficult to know what precautionary measures will still need to be in place in the fall. It is not known if variants of the virus will pose a threat or if enough of the community will be vaccinated to achieve herd immunity. There will be some precautionary measures in place.
- The CDC has issued new guidelines, that there is no significant difference in transmission rates between a 6' distance and a 3' distance, so room capacities can be updated for fall.
- CPHS colleagues are planning vaccination clinics for faculty, staff, and students when supplies are available.
- Many in our community are dealing with crises and deaths, some brought on by the pandemic and others not.

Discussion

- It's very unlikely that a large lecture class of 100 students can be held face-to-face in the fall. Plan on holding those classes online. We may be able to accommodate a class of 50 if we move to 3' distance between students. We will still be wearing masks.
- Will we "encourage" or "require" vaccination for students in the fall? The federal government does not allow the requirement of emergency-use vaccines. All COVID vaccines are authorized as emergency-use, so we not allowed to require students to have it. We will strongly encourage vaccinations and offer vaccinations on campus.
 - Can J-term travel courses require vaccines? Yes, those can be mandated. J-term is not required, and a lot of the airlines will require vaccines for travel.
 - Mandating vaccines can backfire. It is more effective to use education and encouragement. Can we record and post educational sessions for faculty and students and arrange for campus clinics as vaccines become more available? While we can certainly work to encourage and make available vaccines, we cannot guarantee everyone will take advantage of this. We accept risk for everything we do. If people want to accept risks, they have that choice – but there are consequences.
- Are there ADA conditions that we've considered? Do we need to be prepared to capture lectures for posting online? We would anticipate the number of students requiring such an accommodation would not be significantly more than it is now.
- What are the pedagogical implications of teaching with masks? Our primary consideration must still be the safety of our faculty, staff, and students.
- Will our international students be able to get vaccinated? Yes, if they are living in Iowa, they are eligible to get the vaccine here.
- What will be done regarding ventilation in classrooms or offices– particularly those without windows? This is a facilities issue, but I don't know that it will change.
 - What might be a solution? Could we provide air purifiers that helps to circulate air? Facilities does not have enough budget to provide air purifiers. Faculty can still can meet 1:1 with advisees and students either online or via outside walking meetings.
- Will faculty be able to office from home? That is a discussion to have in your unit. If you are teaching FY students have office hours in a bigger room or meet outside. It's critical to make that connection with our FY students for retention. Apply common sense solutions.
- Could classrooms be equipped with Panopto to record and post lectures? Panopto can be used from laptops, so that is available.
- FY students are the students most likely to be in large lectures. Many faculty members have already made their room requests. Now we have new information. Faculty is feeling caught between different directives.
 - You have until March 25 to specify if you are planning to be virtual or not, and the expectation is that we will be face-to-face.
 - For large lectures, the Registrar will assign rooms based on the most recent parameters. If a class will have 100 students or more plan to teach online for that class, but talk to the Registrar's office.
 - When will the Registrar have that new information on class sizes? Not having information is one of our biggest stressors right now, for all of us. We're all having to wait. We must offer one another Generosity of Spirit.
 - As faculty move forward in a state of uncertainty, with changing directions, is there reassurance that they will be granted some grace? Yes. We're all doing the best we can, and things will work out. I've never felt anything but the utmost respect for what faculty is doing.

Report from President Fairbairn

- March is Staff Appreciation Month. There are lots of ways to show staff your appreciation, even if you don't see them. Ideas: email or card, or add money to their Bulldogs Bucks for coffee.
- The discussion of the academic calendar will be resumed later. We are still gathering information and will take it up at a later date.
- [Student Activities Board is planning the Drake's Got Talent show for April 1st](#). The talent show is open to students, faculty, and staff.

Unfinished Business

None known

New Business

- 21-11: Motion to approve spring break 2022 as March 14-18. Approved on a voice vote with the motion by Jill VanWyke, seconded by Renée Cramer.
- Motion to consider the following item informally. Approved on a voice vote, with the motion by Shelley Fairbairn, seconded by Denise Hill.

Discussion of a proposed AOI change

- Megan Brown: This is not a proposal– it is currently a draft, looking towards revising the Global and Cultural Understanding AOI and proposing a separate AOI for Equity and Inclusion. The learning outcomes have been read by everyone on Faculty Senate now, and there is a general sense of agreement the changes are necessary. One thing that came up a lot in discussion was the feasibility: Will students in all different programs be able to fulfill the requirement? The question is how do we make this work for everyone?
- Paul Judd: A survey was sent out to about 17 of 50 CBPA professors, and 13 replied. All 13 were against adding another AOI unless one is removed. Currently, AOI requirements take up a third of required credits. This would be burdensome to some students – especially those who double major. One responded said yes to adding the new AOI, but only if you remove one. The other 12 said no to adding another AOI. Ideas to fulfill the learning outcomes:
 - Could Bulldog Foundations be modified to accomplish this?
 - Add a 1-credit class for junior or senior years, after students have some earlier exposure to the topics.
 - Recommended removing one of the history AOIs.
- John Rovers: Fully supports the intentions of the proposal. As faculty, every time we come across something we lack, we add another course. Making this a requirement will not get us where we want to be. It's the academic version of "Eat your spinach." The harder you push, and the louder you talk, the more students will resist. This is not primarily a curricular problem, it is a co-curricular problem. Students are in class about 15 hours per week. In the rest of their time there is a much richer opportunity to address issues of hearts and minds. Use co-curricular time to address these issues. There are 160 clubs and organizations at Drake.
 - Proposal: Set up a University fund: Two or more student organizations can apply for funding to explore issues on their own. Working on their own is risky, but it's riskier to make the course a requirement.
- Deb DeLaet: In the conversations I heard there was widespread support for the new AOI, but concerns about being able to complete these. The question is **how** we do it, not **whether** we do it. In every subject matter, there are going to be students who resist – who feel like it's "eating spinach." We should not take student resistance as a reason for them to not take a class. It's part of our core mission, so it should be required. Students actively want this information and knowledge,

especially within their units. When I teach on this subject matter, it's not via emotions and persuasion. The content is empirical in nature.

- Renee Cramer: These objectives have already been approved. These are a core set of capacities, essential to being an educated Drake student. The study of diversity is an academic/intellectual undertaking. It is not a study that can be addressed just in students' cocurricular engagement. We do not attempt to change hearts and minds, we just educate students about where they are living. This is intellectual work. Academic and co-curricular areas could support each other. Academic and co-curricular both have a role to play.
- Annique Kiel: With the current AOI structure, we may be missing an opportunity. Could these be combined under one AOI? Could we think about ways to strengthen the Global and Cultural Understanding AOI? With a strengthened AOI, my office could directly support an internationalized curriculum. Might we build out a more distinct set of objectives under the Global and Cultural Understanding AOI?
- Denise Hill: The biggest concern is adding another AOI. We are very much in agreement that it is crucial content. Where are students going to be most receptive? Developing cultural intelligence and awareness is most productive as students get further into their education, and they start to realize those skills are important. Some content could be introduced in Foundations, some in co-curricular, and then map outcomes into upper years within different majors, so every major has the content covered. Map and track those outcomes. Ensure when they leave they have those experiences.
- Deb DeLaet: Example: A Public Health course could be used to fulfill an AOI by providing coursework that specifically serves the purpose. What can be done in other programs to serve directly both our mission and professional education?
- Catherine Gillespie: What we're talking about right now is covered in the Global and Cultural AOI. If we're going to add an AOI, could it be combined within Bulldogs Foundations some way? Or could it start with Foundations for one credit and then add 2 other credits. Could we give students an option of choosing which they will complete?
- Alejandro Hernandez: If we cannot equip students to deal with issues of diversity and inclusion, they will not be successful in the workplace. If we do not provide a firm foundation, I'd feel I was not doing my duty as a leader of a business school. By 2025, 50% of workforce will not be white.
- Matt Zwier: This is what it means to have a well-rounded education and to be ready to go into the workforce. I am wary of any suggestion to tag these objectives on to any existing course. Doing this well requires a foundation of higher order skills and historical knowledge. I don't think FY students are ready to take this on. It takes intellectual development and time to address, and it will be easier later in their academic careers. Maybe we need to make something go away to make room for it. It deserves its own academic space.
- Shelley Fairbairn: The outcomes were approved five years ago, and they are not in our curriculum in a concrete way.
- Ron Torry: There are other ways to fulfill these objectives. There are multiple courses that touch on parts of it, collectively, even in an experiential way. Trying to add a course would burden affiliation agreements (3+1...). I think it's doable within existing courses.
- Megan Brown: Thanks to everyone for their comments. It is part of our curriculum, approved in 2016. It's urgent that we do something about it. This is something that needs to move forward in some fashion.

The meeting was adjourned at 5 pm, on a voice vote, motion by Debra DeLaet and seconded by Catherine Gillespie.