Switch January senate meeting to January 15th?

Dean's update

University Administration and Senate letter and advocacy on more communication during the budget discussion process, prior to budget decisions being announced, fait accompli.
- Coordination with Maggie and Susan De La Paz at University Senate
- We will investigate more the structure and problems happening in terms of communication between University Senate and the president, in addition to how we can best position ourselves to advocate for better communication with us

GOTV efforts - recap and continued collaboration on civic engagement
- I reached out to Lena Scott to consider meeting with us at our next senate meeting to discuss further collaboration on GOTV/civic engagement efforts from the college over the coming years, with a long view on civic engagement

Difficult Dialogues series
- I emailed COREJ leader, Bridget, faculty of color, and staff leadership to coordinate and not overlap with their initiatives, and maybe collaborate on this series with them.

Winter retreat senate representation and leadership of breakout rooms
- Continue leading and taking notes in breakout sessions at winter retreat, like at fall assembly? VOTE - We voted to approve our leading and taking notes, and contributing to the winter retreat in any way helpful
- The larger goal for the COE senate, as an institution, is to support our vision of the senate as a more empowered institution with communication with our constituents, and facilitating our constituents seeing us as people to communicate with.

2020-21 Senate Anti-racism Initiative - review ideas, brainstorm, and prioritize
- Colleen: concerns about equity re: staff feeling pressured to put themselves at risk by being required to come to campus; different departmental expectations are a concern too
- Peter: reading about issues; viewing short video clips - share thoughts about readings, stories, cover range of aspects
- Penny: should antiracism be particular group, question? And also focus on other forms of discrimination and equity (e.g., gender) - focus on intersectionality
- Margaret: students feeling targeted by professor; does the COE have a way to talk through issues for students? What is role of instructors in situation like that?
- Colleen: supporting students in practica experiences
- Kayla: incorporating student voice
  - Jennifer: new APT document focuses on evidence re: creating inclusive classroom; what is evidence for that? Are we thinking about course evals, etc. - as we identify areas to focus on, we need to think about what evidence we need

- Topics raised from fall assembly breakout rooms:
  - Many efforts to pool resources to support K-12 teachers in anti-racist teaching; can build on this
  - Lots of different efforts within COE; need to collaborate
  - People are reading books, having discussions, wanting more opportunities to discuss Kendi’s book
  - Diversity in the staff, but such a small staff that it’s difficult to have conversations because different levels of experience
  - Could broaden conversation to be among staff across COE, grouped around shared experiences, not just limited to department-based conversations
  - What we can do within college: begin with ways we are promoting whiteness, silence, fragility
  - Exclusion of Native Americans from the conversation—take steps to form relationships with Indigenous communities in the area
  - Recognition that standards of assessment at K-12 and University levels are potentially prejudicial; don’t take linguistic and cultural diversity into account. Need to re-frame and restructure curriculum and rubrics for evaluation to include these perspectives.
  - Lots of support for moving this initiative along, especially in the context of the Pandemic making so much of this visible.

- Dean’s report
  - Thanked those who were involved in voting motivation.
  - Decline in student admission and enrollment
  - We need to promote diversity
  - Have less weight on the GRE for admission and include multiple assessment measures
    - How do we use GRE?
    - It should not be the lead criteria
      - Promote fearless ideas: (1) courage, (2) transforming programs, (3) dialogues to interact with people.
  - University has an increase in COVID cases
  - State restrictions but the University has the freedom to create its own restrictions
  - Staff continue to work the same way until Thanksgiving
  - The need to promote diversity in faculty and students
    - Increase the pool of faculty candidates with chairs
    - Consider it in the APT policy
Support extensions for junior faculty especially with the impact of COVID

Have a forum and individual meetings with faculty of color and new faculty
  - Data collection is a problem because of COVID

Join forces with other faculty in data collection
  - Isolation

Are faculty feeling isolated?

Online instruction

§ 11% fall university
§ 10% fall college of education

§ 17% spring university
§ 18% spring college of education

Need to make decision about internships

Academic units

Deans decide

Researchers are in the building and need support

Some staff will be in the building more than others.

Some faculty need to do some things that can only be done in person. Other than that minimize.

Communication with UMD senate. We have shared letter.

We need to find out the structure of the senate

There was a vote to pursue the letter

We need to strengthen bonds with the senators like invite them to our meeting and build a coalition.

Write a letter to the senate and ask Senators for feedback before sending it to Drs. Pines and Laura Dugan

Some members provided feedback on the screen

Dug Lombardi volunteered to provide feedback
  - Voted on winter retreat on January 15th. Several members can’t make it.
  - Lena Scott might join us at the next meeting.