

Small Grants Programs Application

Application deadline is September 15 of each year

Required Application Materials:

- **Cover Letter from Director**
- **Description of the Program** (5 pages) including *Executive Summary, Rationale, Connection to the Lilly National Network Mission, Goals of the Project, Project Description, and Evaluation Plan*
- **Preliminary schedule** of events for participants, if applicable
- **Projected budget**
- **Abbreviated CV of the Director of the Grant**

Submit all materials including the cover form as attachments to lillyfellows.program@valpo.edu.

OR you may mail these documents with the cover form (see below) to:

Lilly Fellows Program
Valparaiso University
Linwood House
1320 Chapel Drive South
Valparaiso, IN 46383

Application

Host Institution: The University of Scranton
Project Title: Anti-Racism Training for Faculty and Administration
Director: Cyrus P. Olsen III, D.Phil. (Oxon.)
Address: Dept. of Theology/Religious Studies, The University of Scranton, 414 Loyola Science Center, 800 Linden Street, Scranton, PA 18510
Phone: 570.309.4796 (cell)
E-Mail: cyrus.olsen@scranton.edu
Topic or Theme: Race and Anti-Racism

Signature of the Director of the Grant

Name: Cyrus P. Olsen III, D.Phil. (Oxon.)
Title: Associate Professor of Theology/Religious Studies

Signature of Host Institution Chief Academic Officer or President

Name: Jeffrey P. Gingerich, Ph.D.
Title: Provost/Senior Vice President of Academic Affairs, The University of Scranton

Signature of LFP Campus Representatives (found at www.lillyfellows.org/network/member-directory)

Name: Jeffrey P. Gingerich, Ph.D.
Title: Provost/Senior Vice President of Academic Affairs, The University of Scranton

Name: Gretchen J. Van Dyke, Ph.D.
Title: Associate Professor of Political Science

September 14, 2020

Dear Members of the LFP Network Board,

We write to solicit funding for a Small Grant on the theme of Race and Anti-Racism. Faculty and Administration shall receive training on the theme during AY 2020-21 in a series of masterclasses, guided by three experts: [Elijah Anderson, Ph.D.](#) (Yale), [Bryan Massingale, SJ](#) (Fordham), and [Mary J. Wardell-Ghirarduzzi, Ph.D.](#) (University of San Francisco). The training must occur remotely due to COVID-19 safety precautions. Together we shall learn through reading, listening, and conversation. Participants are expected to indicate the concrete ways the work changes their teaching, scholarship, and/or service; they are required to complete a final survey, written report, and evidence of the proposed changes. LFP will receive the reports and survey data shortly after the completion of the grant period.

The President of our University, Rev. Scott R. Pilarz, SJ, published a letter this past June, responding to the murder of George Floyd and the international groundswell of support for Black Lives Matter. He indicated his commitment to changes in policy and curriculum to ensure deliberate practices capable of facing racism on our campus. Fr. Pilarz writes that he and his colleagues “have heard the voices of black students, staff, and alumni as they shared their own experiences of racism and let us know that we must do more and do better to create a community where all can feel welcome and safe always.” Clearly we have failed to attend well to our own complicity in perpetuating the injustices of racism in our university community. “The concerns that we have heard most frequently,” Fr. Pilarz continues, “relate to the following:

- Policy on racism, discrimination, bias and inclusion for all members of the University community;
- Training and development for students, faculty and staff; and
- The need to address better in our curriculum both racism and discrimination and the cultural richness and contributions of blacks and all persons of color.”

The appendices contain the letter and its articulation of a range of priorities for the coming years. In late August, in fact, we received notification that our Center for Teaching and Learning Excellence (CTLE) would be offering a series of Faculty Development Workshops pertinent to Race and Anti-Racism, thereby providing faculty with more avenues for enhancing the LFP grant’s exposure to University priorities originating in the President’s Office (see Appendix B).

The experts listed are to join us via video-conferencing, and, when and if possible, employees at The University of Scranton shall share the occasional socially-distant meal. We, of course, will follow University protocols, which will be the determining factor for this particular element of our proposal. As a Catholic and Jesuit institution, we have our own particular histories of racism to address, which is why we intend to use the funds made available to remunerate the experts listed above, to buy books, and to create community. Massingale’s *Racial Justice and the Catholic Church* (2010) and Elijah Anderson’s *The Cosmopolitan Canopy: Race and Civility in Everyday Life* (2011) shall serve as primary texts. Mary J. Wardell-Ghirarduzzi shall provide guidance on her chosen content. Thank you for your time and appreciate your thoughtful consideration of our proposal. We look forward to hearing from your committee.

Respectfully,
Cyrus P. Olsen III, D.Phil. (Oxon.)
Associate Professor of Theology/Religious Studies
Director of the Grant Project
LFP Faculty Representative for the Humanities

Gretchen J. Van Dyke, Ph.D.
Associate Professor of Political Science
LFP Faculty Representative for STEM

Description of the Program

Race and Anti-Racism Training for Faculty and Administration at The University of Scranton

Executive Summary

This Small Grant proposal requests \$3,000.00 in funding from the LFP to support race and anti-racism training for Faculty and Administration at The University of Scranton. The institution will match the funds. The training lasts for AY 2020-21. Since our Fall 2020 semester will end early (November 25, 2020) as a response to the COVID pandemic, we will invite faculty and administration from across the university to join us by the end of the semester and begin training in Intersession 2020/21.

Funding permits (1) remuneration for experts leading the training remotely, (2) acquisition of books for participants, and (3) meals for socially-distanced gatherings. The overall purpose is to secure an educational foundation upon which faculty and staff can make change in terms of curriculum and pedagogy, as well as the culture of our institution, to approach racism from an academic perspective and within our Catholic, Jesuit context. Essentially the program will function as a series of masterclasses. Scranton personnel will join the experts through video-conferencing and meet for a few meals together (as appropriate) to work together on the content.

1. Experts

We will invite three experts on race and anti-racism pertinent to the mission and identity of our institution, and provide a stipend for discussion via Zoom.

2. Books

Provide participants with copies of Elijah Anderson's *The Cosmopolitan Canopy* and Fr. Massingale's *Racial Justice and the Catholic Church*.

3. Meals

If we can do so safely, we'll hold socially-distanced meals for participants to create the intimacy necessary to reflect authentically and to build the community necessary to sustain the difficult work of confronting racial injustice.

The outcome will be consonant with those common to continuing education for Faculty and Administration who are primed to allow the training to influence their teaching, research, and service. As we outline below, participants will be required to provide personal essays describing the impact of the training and to provide (where possible) evidence of how the LFP-funded work finds its way into teaching, research, and service. The leadership provided by the scholarship and

teaching provided by our speakers will catalyze Faculty and Administration to bolster the work presently considered urgent by our President and the Board of Trustees.

Rationale

The University of Scranton is a Catholic, Jesuit institution in Northeastern Pennsylvania, a historically homogeneous, predominantly white institution in a traditionally white region of the state. We just lost our only two African-American faculty members to Emory University. We retain one faculty member from Kenya, and a Dean Emeritus for our Business School from Ghana, but no Black Americans on the faculty. As Elijah Anderson would say, we are a white space.

Within the current national context of the rise of the Black Lives Matter movement, our institution is currently working through a process of discernment to examine our own positions in relation to race and racism. Our President has called on us as a community to incorporate into our campus life an array of elements that will lead to a change in our campus culture, in our curriculum and in our representation of faculty, staff, and students, but most importantly in our interactions with each other and those beyond our campus walls. The reading, listening, and conversing we shall undertake together will develop in Faculty and Administration the intellectual foundation with which to approach this work.

Connection to the Lilly National Network Mission

The LFP conference in New Orleans (2014) held at Xavier University of Louisiana provided Gretchen and I with new vocabulary for identifying the problems of racism on the campus of The University of Scranton, namely the phrase “white space” provided by Elijah Anderson during his deeply moving presentation. Prof. Anderson changed our lives with his witness to anti-racism scholarship. The encounter with him through LFP well exemplifies the transformation we wish for faculty and administrators to experience through our project. For those of us influenced by Jesuit tradition, that includes a special set of practices necessary for an examination of conscience on how University spaces are structured, especially the classroom in a dominant white space that is Scranton. (Jesuits recently published [Know Justice, Know Peace: A Jesuit Antiracism Retreat](#) precisely for such examinations of conscience.) Subsequently, we invited Prof. Anderson, through an internal Diversity Initiatives Grant, to present on “The Iconic Ghetto & White Space” (2017). Little did we know that our next Provost would arrive having trained under Prof. Anderson! We would like to continue this relationship begun by LFP by including Prof. Anderson in our Small Grant proposal on Race and Anti-Racism. We owe our relationship to Prof. Anderson to LFP and mark that conference as a major turning point for our engagement with race and anti-racism in the classroom. Further engagement with him on campus can only result in further transformations of this kind.

The LFP mission is further bolstered by our inclusion of two presenters from Catholic and Jesuit Universities who are capable of assisting us in the discernment process. The University of Scranton is committed to faith in the pursuit of justice, and the world is crying out for justice for Black lives. Our majority white space can learn to live more radically in solidarity with Black lives and thereby achieve a more authentic embodiment of our own articulated academic vocation.

Goals of the Project

The goals of the project are threefold: (1) to provide our Faculty and Administration with encounters with highly qualified scholars in the field of race and anti-racism, (2) to stimulate

intellectual engagement with race and anti-racism in order to (3) provide employees with tools for altering policies and curriculum backed by solid research. In the next three to five years, the university will review and revise the general education curriculum and strategically hire faculty of color to increase representation and widen epistemological narratives; this training will prepare faculty and administrators to participate in these processes from an educated perspective that will allow for us to provide for a completeness in curricular opportunities to engage students in a thoughtful, far-reaching understanding of race.

Project Description

This race and anti-racism training project for University of Scranton Faculty and Administration shall be enacted over the AY 2020-21, starting in late October 2020, with the recruitment of participants identified by our LFP committee:

Jeffrey Gingerich, Ph.D., Provost/Senior Vice President of Academic Affairs
Gretchen Van Dyke, Ph.D., Associate Prof. Political Science, LFP Rep. (Social Sciences)
Cyrus P. Olsen, D.Phil., Associate Prof. Theology/Religious Studies, LFP Rep.
(Humanities)
Stephen Whittaker, Ph.D., Prof. English/Theatre
Rev. Patrick D. Rogers, SJ, Executive Director of the Jesuit Center

Ten faculty and administrators will be recruited based on their positionality on campus to affect change: individuals who have a record of a commitment to diversity and anti-racist work on our campus; those in leadership positions in the Faculty Senate and the Faculty Affairs Council (the faculty union), as well as departments and programs across the university; and, those participating in formation activities and faculty development through the Jesuit Center.

Invitations for this specialized training experience (the series of masterclasses) will be extended by the two LFP faculty representatives and our administrator representative (Provost). Once the masterclass list is confirmed, dates will then be set for our expert presenters as well as the content engagement schedule for faculty and administration, approximating the following calendar estimations:

Week of October 19, 2020 = LFP committee meet to identify candidates for recruitment and review the letter of invitation

Week of October 26, 2020 = extend invitations via letter from the two LFP faculty representative and our administrative representative (Provost)

Week of November 2, 2020 = confirm participation from faculty and administration, finalize participant list and schedule first orientation meeting

Week of November 16, 2020 = orientation meeting to review schedule and plan for Intersession and Spring 2021 before we break for Thanksgiving

Week of December 7, 2020 = First reading group meeting on Anderson's essay "White Space"

Week of December 14, 2020 = Ensure Anderson's *The Cosmopolitan Canopy* is provided to all

Week of January 4, 2021 = Second reading meeting for Anderson

Week of January 18, 2021 = (MLK celebration) First presentation by Prof. Elijah Anderson

Week of January 25, 2021 = Proposed date for reflection on Anderson's presentation (possible meal); ensure Massingale's book is provided to participants

Week of February 8, 2021 = First reading group for Massingale, SJ

Week of February 22, 2021 = Second reading group for Massingale, SJ

Week of March 1, 2021 = Presentation by Fr. Bryan Massingale, SJ

Week of March 8, 2021 = Proposed date for reflection on Massingale's presentation (possible meal)

Week of March 29, 2021 = First reading meeting of material provided by Wardell-Ghirarduzzi

Week of April 12, 2021 = Second reading meeting of material provided by Wardell-Ghirarduzzi

Week of April 19, 2021 = presentation by Wardell-Ghirarduzzi

Week of April 26, 2021 = Proposed date for reflection on Wardell-Ghirarduzzi's presentation (possible meal)

Week of May 24, 2021 = Participants submit reflections and propose campus-based changes

Projected Budget

<u>Expert fees</u>	<u>\$4,500.00</u>
Elijah Anderson, Ph.D. (Yale)	\$1,500.00
Bryan Massingale, SJ (Fordham)	\$1,500.00
Mary J. Wardell-Ghirarduzzi, Ph.D. (University of San Francisco)	\$1,500.00
<u>Books</u>	<u>\$825.00</u>
<i>Racial Justice and the Catholic Church</i> (2010) \$20x15 =	\$300.00
<i>The Cosmopolitan Canopy</i> (2011) \$15x15 =	\$225.00
Wardell-Ghirarduzzi text \$20x15 =	\$300.00
<u>Meals</u>	<u>\$1350.00</u>
Gathering 1	\$450.00
Gathering 2	\$450.00
Gathering 3	\$450.00
<u>Total</u>	<u>\$6,675.00</u>
	Total

Evaluation Plan

We shall follow the guidelines required by Lilly, and coordinate with our own Assessment office to ensure we provide pre- and post-test data concerning the training provided.



CYRUS P. OLSEN III

August 2020

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University [Webpage](#)

ACADEMIC AND ADMINISTRATIVE POSITIONS

Faculty Fellow, Slattery Center for the Humanities, **University of Scranton**, Spring 2021

Co-Director, Health Humanities Concentration, **University of Scranton**, 2020-Present

Associate Prof. Theology/Religious Studies, **University of Scranton**, 2013-Present

Tenure: Spring, 2014

Promotion: Spring, 2013

Director, General Education Assessment, **University of Scranton**, 2015-18

Assistant Prof. Theology/Religious Studies, **University of Scranton**, 2007-2013

Director (Interim), MA Program, Theology/Religious Studies, **University of Scranton**, 2009-10

Lecturer, Theology/Religious Studies, **University of Scranton**, 2006-2007

EDUCATION

D.Phil. **University of Oxford**, Modern [Theology](#) (2008)

M.Phil. **University of Oxford**, Modern Theology (2003)

B.A. **University of Washington**, [Comparative History of Ideas](#) (2000)

Exch. **University of Aberdeen**, Philosophy, Theology, English, Latin (1998-1999)

SELECT GRANT APPLICATIONS AND FUNDED PROJECTS (since 2008)

Hope and Healing for Ugandan Youth: Educating Amidst Environmental Degradation, Food Insecurity, and Poverty, Emmanuel Katongole (Notre Dame): \$2,500.00 (Spring, 2021)

Humanities Connection Grant Co-Signatory and Participant, National Endowment for the Humanities (NEH), Health Humanities Concentration and Community-Based Learning at The University of Scranton, Funded, \$34,958.00 (2019)

The University of Scranton, Global Development, Uganda, East Africa: \$2,700.00 (2018)

The University of Scranton Diversity Initiatives Grant, “The Iconic Ghetto & White Space” (Elijah Anderson, Urban Ethnographer at Yale, as Guest Professor): \$2,500.00 (2017)

Sustained Growth for the University of Scranton’s Relationship with Uganda, East Africa, Co-Signatory and Planning Participant: \$28,000.00 (2017)

Lilly Fellows Program in Humanities and the Arts, Summer Fellow, “What Does it Mean to Be

Human in a Consumer Culture”, Xavier University, July 7-26, 2014
Director: [David J. Burns](#), D.B.A., Prof. & Chair, Marketing & Sales, Kennesaw State

SELECT PUBLICATIONS AND PAPERS

Edited Volume:

[Hermeneutics of Tradition](#), co-edited by Cyrus Olsen and Craig Hovey (Cascade Press, 2014).

Peer-Reviewed Journal Articles:

“Myth and Culture: On Louis Bouyer’s Theology of Participation,” *Gregorianum*, 95, 4 (Dec. 2014), 775-799.

“The Acts of ‘Turning’ and ‘Returning’ in Aquinas”, *Nova et Vetera*, English Edition, Vol. 11, No. 3 (2013), 871–96.

“Spirituality and the Healthcare Professional”, *Linacre Quarterly*, 78:4 (Nov. 2011), 437-454.

“A Dramatic Role? Hans Urs von Balthasar on the ‘Powers’”, *Ashland Theological Journal*, 43 (Nov. 2011), 1-20.

“Exitus-Reditus in H.U. von Balthasar”, *Heythrop Journal*, 52:4 (July 2011), 643-658.

“Remaining in Christ: The Paradoxical Heart of Hans Urs von Balthasar’s Theology”, *Logos: A Journal of Catholic Thought and Culture*, 13:3 (Summer 2010), 52-76.

Other Journal Articles

“Ontology, Thomism, and the *Esse* of Christ: A Response to R.E. Houser,” *Saint Anselm Journal* vol. 9, no. 2 (2013). [refereed e-journal]

“Act and Event in Rahner and von Balthasar: A Case Study in Catholic Systematics”, *New Blackfriars* 89, (Jan. 2008), 3-21.

Book Chapters, Collected Volumes:

“Interdependent and Vulnerable: Sustainability and Augustinian Theological Anthropology,” in Kim Paffenroth, John Doody and Mark Smillie (eds.), [Augustine and the Environment](#) (Lanham, MD: Rowman & Littlefield, 2016), September 2016.

“Tell it Slant: The True Motion of Love’s Contemplation”, in Simon Oliver, Karen Kilby, and Tom O’Loughlin (eds.), [Faithful Reading: New Essays in Theology and Philosophy for Fergus Kerr](#), *OP* (London: T & T Clark, 2012), 243-268. [Peer invited and vetted]

SELECT PROFESSIONAL ADDRESSES (*PEER REVIEWED)

*“Bioprosperity, Belonging, and Herbal Ownership: The Case of Brother Anatoli Wasswa,” Traditional Medicine and Healing, 62nd Annual Meeting of the African Studies Association, November 21 - November 23, 2019.

“What is a Human Life Worth?,” [The Big Sick 2019](#), The Sickest Patients, The First Hour, Zermatt, Switzerland, Feb. 6-8, 2019

*“Public Health in Southwest Uganda: Religion, Community, and Healing,” Historical and Contemporary Social Epidemiology: Towards Improving Health and Health Service Delivery in Africa, at the 61st Annual Meeting of the African Studies Association, Atlanta, GA, December 1, 2018.

“Philosophy of Critical Care,” [The Big Sick](#) 2018, The Sickest Patients, The First Hour, Zermatt, Switzerland, Feb. 7-8, 2018

*“Health & Healing within Religiously-Affiliated Institutions in Uganda: A Case Study of the Bwindi Community Hospital”, Intersections of Health, Psychotherapy and Spiritual Practice African Studies Association, 60th Annual Meeting, Chicago, IL, November 16, 2017

*“Assessment and the Promotion of Ignatian Principles of Justice,” AJCU International Education Conference, University of San Francisco, November 9-11, 2016

SELECT SERVICE

Department:

B.A. Honors Thesis Reader, Madeline M. Meaney, “PTSD Narratives: Gendered Gap in Scientific Literature and Memoirs,” May 2020

B.A. Honors Thesis Reader, Jack C. Aversa III, “The Variation in the Echolocation of a Neotropical Frugivorous Bat,” May 2020

General Education Subcommittee, Program Review for 2012-2017, submitted in 2017

B.A. Honors Thesis Internal Examiner, Raymond A. Stemrich, Religion and Bioethics, 2016

Middle States Assessment Sub-Committee, Theology/Religious Studies, 2013-15

College of Arts & Sciences:

Dallas Prison Advisory Board for Associate’s Degree (A.S.), 2019-Present

Ethicist for the Institutional Animal Care and Use Committee (IACUC), 2014-2020

Gonzaga/Academic Development Program (ADP) Teaching Faculty, 2014-2020

Lectures Coordinated and Organized:

Elijah Anderson, PhD, *White Space & The Iconic Ghetto*, November 16, 2017; co-sponsored by The Office of Equity and Diversity, The Jesuit Center, The Ellacuria Initiative, Departments of Sociology/Criminal Justice, Theology/Religious Studies

Zachary Shinar, M.D., *Grey’s Reality: How TV is Totally Right About What it’s Like to Be a Doctor*, May 3, 2016.

Julia Haslett, “Simone Weil and Justice,” Office of Educational Assessment, January, 2016.

Win Riley, Director of *Walker Percy: A Documentary Film*, Screening & Lecture, Mar. 29, 2011

Zachary Shinar, M.D., *E.R. Medicine and Higher Education*, for SJLA students, Fall 2009

Marie Cabaud Meaney, “Waiting on God: Life and Thought of the Mystic Simone Weil”, Oct. 29, 2008

Michael Ward, “Imagining God: C.S. Lewis & the Seven Heavens”, May 1, 2008

University:

Political Dialogues Committee Membership, Faculty, 2017-Present

Faculty Senate, 2018-2020

Board of Rank & Tenure, At-Large Elected Representative, 2018

Academy

Lilly Fellows Program, Lilly Network Campus Representative in the Humanities, 2020-Health, Science, Technology and Medicine Planning Group, African Studies Association, Committee Member, 2019-Present

Outside reader in a blind peer-review evaluation process for *Saint Anselm Journal* (Spring 2020)
Chair, “Intersections of Health, Psychotherapy and Spiritual Practice,” African Studies

Association Conference, November 16, 2017, Chicago, Illinois
Monograph Reviewer, Lexington Books, 2017
AJCU Core Curriculum Consortium, Fall 2016-2020
AJCU Education Study Abroad Learning Outcomes Committee, Spring 2016-Fall 2018
Outside reader in a blind peer-review evaluation process for *Religion & Literature* (Spring 2008)

Wider Community:

Alumnus Feature, Regent's Park College Newsletter, University of Oxford, Fall 2018
Alumnus Feature, Comparative History of Ideas Newsletter, University of Washington, Fall 2017
CRISPR-Cas9 & Ethics, Lakeland Biomedical Sciences Program, Lakeland High School, March 21, 2017
CRISPR-Cas9 & Religion, co-presenter with Erica Lasek-Nesselquist (Biology) and Ivan Kent (Neuroscience), Lakeland Biomedical Sciences Program, Lakeland High School, March 8, 2016
Science & Religion, co-presenter with Eric Plumer (Theology/Religious Studies), Lakeland Biomedical Science Program, Lakeland High School, February 8, 2016
Saint Francis of Assisi Soup Kitchen, 2013-14

HONORS & AWARDS

Inaugural Faculty Fellow, Slattery Center for the Humanities, The University of Scranton, Spring 2020 (\$2,500.00)
Excellence in Advancing Interdisciplinary Study, Provost's Faculty Enhancement Award, April 7, 2017 (\$1,500.00)
Final Lecture, Honors Program, University of Scranton, May 24, 2017
Final Lecture, Honors Program, University of Scranton, May 25, 2016
Final Lecture, Honors Program, University of Scranton, May 29, 2015
Student Fellow, Centre for Christianity & Culture, Regent's Park College, Oxford: 2002-06
Graduate Studentship (Theology), University of Oxford: 2002-05
President, Graduate Society, Regent's Park College, University of Oxford: 2002-03

MEMBERSHIP IN LEARNED SOCIETIES

African Studies Association

REFERENCES

Available upon request

Appendix A: Presidential Letter: Black Lives Matter

June 11, 2020

Dear Members of the University Community,

Since I wrote you last week, the anger and grief unleashed by the murder of George Floyd has coalesced into a demand for immediate and systemic changes across our country and the globe to combat racism and to ensure, once and for all, that Black Lives Matter. Within our own community, my colleagues and I have heard the voices of black students, faculty, staff and alumni as they shared their own experiences of racism and let us know that we must do more and do better to create a community where all can feel welcome and safe always.

The concerns that we have heard most frequently relate to the following:

- Policy on racism, discrimination, bias and inclusion for all members of the University community;
- Training and development for students, faculty and staff; and
- The need to address better in our curriculum both racism and discrimination and the cultural richness and contributions of blacks and all persons of color.

As I said, we are not waiting until September to act. Here are some immediate steps:

- Since last summer, the University's various governance bodies have been considering a substantially updated and revised **Non-Discrimination and Anti-Harassment Policy** recommended for approval by University Governance Council following a review by all three senates. The new, comprehensive policy applies to the entire University community – students, faculty, staff – and even those who visit campus to indicate clearly that we do not tolerate acts of racism. While there may still be minor amendments needed in the future, I am today approving this policy and directing the Office of Equity and Diversity to begin its immediate implementation with appropriate collaboration across campus. This implementation should include sessions to educate all segments of the University community on their respective responsibilities. You can read the new policy [here](#).
- Determined to **increase representation and improve retention of diverse populations among our faculty and staff**, I have asked Jeff Gingerich, Ph.D., Provost and Senior Vice President for Academic Affairs, and Patricia Tetreault, Vice President for Human Resources, to convene a special task force that will work with the Office of Equity and Diversity to implement ways that we can expand our pool of candidates and intentionally seek to build a faculty and staff that better represent the growing diversity of our student body. At scheduled meeting of the Board of Trustees next week, I will ask them to designate a portion of the University's quasi-endowment to support our hiring objectives. We are working to identify other sources of funds as well.
- **The Office of Equity and Diversity will now report to the President.** In recognition of this move, Elizabeth Garcia, J.D., will lead the office as Executive Director of Equity and Diversity and Special Assistant to the President. In this role, she will continue to chair the Council for Diversity and Inclusion and will serve as a member of the President's Cabinet

bringing her important knowledge and perspective into our deliberations. I am grateful to Ms. Garcia for her willingness to accept these new responsibilities.

- I charge my colleagues on the faculty to **develop and implement a curricular component to our general education that addresses racism and discrimination**. Given the gravity of the moment, I would expect this to demand your immediate and sustained attention and look forward to receiving your recommended changes by the conclusion of the fall semester. Relatedly, I have **approved a proposal from the History Department to hire a full-time faculty member** with a focus on African American history. We will be asking for proposals from other departments to strengthen our curriculum and help to diversify our faculty.
- Last year, under the leadership of the Office of Equity and Diversity and Center for Teaching and Learning Excellence, we began a series of ongoing workshops, many of them led by our faculty on topics of diversity and inclusion. These recorded sessions include [Pedagogy Workshops on inclusion and links to materials](#) on creating inclusive classes, courses, etc. Once again, I charge every member of the faculty to avail themselves of these resources over the summer and to consider **how you can engage race and racism within your courses, scholarship and/or University service**.
- Last year, Dr. Gingerich established the broadly representative Council on Diversity and Inclusion to provide insights and guidance to institutional plans for diversity, inclusion and anti-racism. I am asking **every member of Cabinet to review and, when possible, implement recommendations as they are developed**.
- Dr. Gingerich will ask the deans to **implement an annual evaluation** of how academic departments have contributed to the University's diversity and inclusion efforts and policies and how they might further support our efforts.

Other suggested actions for the University were already in place. These include:

- Student Life **developed and implemented a session for all incoming students** that focuses on diversity and inclusion and educates students about micro-aggressions. The new session is part of the Summer Orientation sessions set to begin June 22.
- Last year, the Office of Equity and Diversity developed a [Toolkit for Inclusionary Recruitment and Hiring](#) and updated training for faculty hiring to include implicit bias.
- In 2016, The University of Scranton Police Department earned accreditation by the Pennsylvania Law Enforcement Accreditation Commission, becoming one of just 10% in the Commonwealth to earn this distinction. Part of this accreditation process included a thorough review of policing tactics and training. As a result, **University Police protocols already ban the use of choke holds**. The department was reaccredited in 2019.
- As an additional resource for students of color, the Counseling Center in collaboration with the Cross Cultural Centers launched a **weekly support and empowerment group** just prior to the COVID-19 campus closure. Restructuring last year in Student Life, created an Assistant Dean of Students position to increase retention and student success with **emphasis on first generation students and students of color**.

The actions outlined above are not the end of our efforts. Nevertheless, they are an important beginning. I challenge you all to join in the hard work that lies ahead to accomplish our aspirations.

Sincerely,

Scott R. Pilarz, S.J.
President

Appendix B: Center for Teaching and Learning Excellence Fall Programming



FALL 2020

CTLE Faculty Development Workshop Offerings

Dear Faculty colleagues,

As always, I am here for individual consultations over the phone or Zoom. Please email amy.simolo@scranton.edu to set up a meeting.

CTLE Online Teaching Academy Thank you to all the faculty who have already participated in one or both courses in the CTLE Online Teaching Academy! The courses will remain available in D2L throughout the Fall term for anyone wishing to learn more about online teaching.

CTLE Faculty Development Virtual Hub

The D2L Course **CTLE Faculty Development Virtual Hub** is a space dedicated to delivering resources, workshops, discussions, and past recordings directly to your computer! The Hub will be evolving and growing constantly, with new virtual workshops, helpful resources, or other information added throughout the Fall term and beyond.

New workshops will be added throughout the Fall term, so check back often. To access virtual workshops, find the CTLE Faculty Development Virtual Hub in your D2L course listings, click on Content, and locate the Virtual Workshops module.

Below, I highlight 2 workshops that are available now in the Hub.

Active Learning in the Socially Distant Classroom

This Fall, many of you are teaching in Face-2-Face classrooms where students need to stay 6' apart, and wear masks. If you usually incorporate active learning and group work into your classroom, this can pose a challenge! This workshop consists of a narrated PPT (13:42) and a reflective prompt in the Dropbox. As a virtual, asynchronous offering, you can participate in this workshop at any time.

Race and Pedagogy Reading Group

This coming Spring, we hope to bring Dr. Chayla Haynes Davison to campus (virtually) for multiple sessions with multiple campus communities.

To prepare for her visit, and to continue our exploration of inclusive pedagogy focused on racial issues, please consider participating in this Reading Group. The Reading Group will be conducted within the **CTLE Faculty Development Virtual Hub**, under the content module **Virtual Workshops: Inclusive Pedagogy: Reading Group-Race and Pedagogy**.

As a virtual, asynchronous faculty development offering, you may choose to engage with one or all discussions. I suggest a schedule for participation for anyone wishing to read and discuss with others, but feel free to participate at any time. Most discussions will take place asynchronously on the D2L Discussion Board, but I will offer synchronous zoom sessions twice over the Fall semester.

After you have read an article and participated in the discussion, check back to respond to any of your peers.

Suggested reading/discussion time line:

- [Transforming the Classroom at Traditionally White Institutions to Make Black Lives Matter](#)
Please respond to the discussion question between Aug 24 – Sept 11
- [Three Paths, One Struggle: Black Women and Girls Battling Invisibility in US Classrooms](#) (PDF is available in the D2L course, or through the

library).

Please respond to the discussion question between Sept 14 – Oct 2

- [From Racial Resistance to Racial Consciousness: Engaging White STEM Faculty in Pedagogical Transformation](#)

Please respond to the discussion question between Oct 5 – 23

- [A Message for Faculty from the Present-Day Movement for Black Lives](#)

Please respond to the discussion question between Oct 26 – Nov 13

Synchronous Zoom sessions:

- Meeting 1: Tuesday, October 6th from 12:00 – 1:00 pm [Zoom link](#)
- Meeting 2: Tuesday, November 3rd from 12:00 – 1:00 pm [Zoom link](#)

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