

Department of Dance All Faculty Meeting/Orientation

Monday, September 28, 2020 ~ 9:00 am - 11:00 am

ZOOM link:

<https://washington.zoom.us/j/91326803520?pwd=REtGelhsZDgxcmhJT11SNjNJZEp2dz09>

Meeting ID: 913 2680 3520

Passcode: 715978

The University of Washington acknowledges the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

In Attendance: Jennifer Salk, Paul Moore, Kelly Canaday, Christina Sunardi, Peter Bracilano, Alethea Alexander, Michael O'Neal Jr., Hannah Wiley, Juliet McMains, Rachael Lincoln, Alana Isiguen, Yebel Gallegos, Dani Tirrell, Rujeko Dumbutshena, Roel Seeber, Lisa Kwak, Anonymous 1, Anonymous 2, Anonymous 3, Anonymous 4.

1. Introductions

Christina welcomed everyone and introduced herself as new Chair. Each attendee introduced themselves.

2. First day procedures and wait list priority – Kelly

For the online classes:

- We are not anticipating so many students trying to drop-in on the first day, but if students approach you for a Zoom link to the class, please let them join on the first day; likely to be attrition so instructors can add students if space allows
- Course instructors are responsible for giving add codes- Kelly will be forwarding add code requests to the instructor.

For in-person classes:

- We also anticipate attrition.
- Have students who want to join on the first day wait in hallway until after you take roll; if there is space in the class, you can allow them inside.
 - If the class is full, take their name in case someone else drops.

For both online and in-person classes:

It's crucial that if a student does not come on the first day to alert Kelly; instructors should reach out to the student and give 24 hours to reply. If they do not reply then contact Kelly to drop the student.

Waitlists:

- May not able to add everyone who wants to add a class
- Please take *names, student numbers* and *class rank*.

- How you fill the spaces is ultimately up to you. Guideline for priority for open spaces:
 - Dance majors and minors. (As you build a waitlist ask the student if they are a major/minor. If you forget, you may ask Kelly. Priority for open spaces should be given to dance majors and minors)
 - Freshman

Faculty can consult Kelly with questions about a particular student, e.g. their rank, major/minor, etc.

3. Placement - Christina

For this fall due to our unusual situation, placement is left to the discretion of the instructor for the class.

Instructors are encouraged to be more lenient and to not move students unless it is really necessary.

The safety considerations of less skilled students bumping into each other or getting “run over” by more skilled dancers are not the same because in the in-person courses students won’t be able to move outside of their designated squares marked by tape on the floor to maintain physical distancing, and in the online courses, students will be in their own remote locations.

For those teaching in-person classes, the numbers of students are low enough that teachers can see and evaluate the students in the class on their own for placement.

For those teaching online classes with 20 students, if instructors need help watching students, the instructor can ask a faculty member (or fellow faculty member) to help watch and can send the appropriate Zoom link for their class. You may also ask Christina who will ask others to help you.

Please communicate to students on the first day of class, in your syllabi, and/or in a welcome email that you send to students that things are different this year and that when we resume full instructional activity in the studios again, they may be moved to a lower level and to not be disturbed by this.

For mixed level classes, the teacher should be placing students in the appropriate level, rather than letting a person stay registered in say, a 300 level class if they are really a 200 level. This can help to prevent future misunderstandings and hurt feelings.

Links to placement criteria are now available on the Department of Dance webpage in two places for African II, Contemporary Ballet, Contemporary Modern, Salsa II and Tango II. (Criteria for Jazz will be forthcoming.) The links are available at:

- <https://dance.washington.edu/undergraduate-programs-faqs> (scroll down to Technique Placement Criteria)
- <https://dance.washington.edu/internal-links> (scroll down to Technique Placement Criteria).

4. Preparing students for Zoom dance classes – Jen Salk

There is a document of things learned from Summer 2020 about teaching online on the Dance website at: https://dance.washington.edu/sites/dance/files/documents/summer_teaching.pdf

- Have students clear their spaces and be aware of safety hazards in their own remote locations. You may want to allocate time at the beginning of class to do that.
- Allow students to practice moving/preparing their cameras and orientation. (Especially for the first week.) This is very important so that you can see their full body.
- You may want to do a “dress rehearsal” class to help students acclimate to the musician and to the technology. Many students have never danced to a live musician before. They may need help coming in.
- Cameras need to be on in technique classes for proper evaluation. This is a sensitive subject for some students and their access to resources, and their background spaces. Having a conversation with the class and individual students about their camera access beforehand may help.
 - Jennifer has a survey that may be useful—to ask students about their location and access to resources that may affect their course experience.
- Remind students to put away their phones and technology.
- Jennifer highly recommends the use of Breakout Rooms on Zoom, especially at the beginning of the quarter, to encourage class community and peer connection.

Those finishing at 10:30 a.m. please make sure to finish punctually in order to accommodate the musician who needs to get the next virtual class. Please consider that some musicians may need to switch from an online class to an in-person class, or vice versa. The timing has a higher impact than it may have before.

5. Emergency evacuation – Christina

Christina reviewed the building evacuation procedures in case of fire or other emergencies such as earthquake, bomb threat, fire, and crime. She instructed all to review the handbook on their own as well, but highlighted that:

- *Pages 38-39 in the Department of Dance Handbook* shows the exit paths for evacuation. Please familiarize yourself with the evacuation routes and emergency procedures.
- The evacuation location for the Dance Department is the lawn in front of the Nano-Engineering building, across the street from the Meany loading dock.
- If injuries occur in class to please alert someone from the office when an incident happens so they can assist getting the help that is needed. Please keep in mind though that staff are mostly working remotely and so may not be in the building to assist in person. If there is an emergency call 9-1-1 and identify that you are on the UW campus. Please complete an accident report online via OARS after the incident.
- If a student taking a Zoom class with you becomes injured, instruct them to call their primary care health provider for next steps. Remind them that if they believe it is a life threatening injury, if they are in the U.S. they should call 911. If they are abroad they should call an

emergency service available in their area or seek emergency care. Please report the incident using OARS.

- If there is an active threat in the studios, please lock the doors with the hex key you were given and then call 9-1-1.
- Please call campus security if there is someone who is *clearly* not meant to be there in the building.

6. Safe Campus – Kelly

Kelly discussed safe campus. It's important for faculty to understand how to refer students to safe campus. ¼ students have had some suicidal inclination over the past 6 months, so it is important that instructors be aware that some of these concerns may arise. Small classes allow us to see and interact with students in more personal ways than other departments. This sometimes means that boundaries can be crossed.

Call safe campus and let Kelly know if you have difficulty with students who overstep boundaries. *Please talk to Kelly about concerns about students.* She can help identify if the student is having issues in other classes.

Try to get student help and access resources. Walk student to counseling center in Schmitz Hall if urgent. Safe campus is not a substitution for 911. If there is something immediate and urgent please call 911.

Safe Campus phone number: 206-685-7233

Other resources for mental health and students in distress are in the handbook.

7. Email, communications and transparency – Christina

A big goal of the department is to let students know how they can communicate with you. Make sure they can reach you with any concerns.

Christina encouraged faculty to let students know the best way to contact them either through Canvas or UW email account. Please use your UW account when communicating with students.

And please remember that *email is public record.*

- Be careful in particular when writing emails while stressed or angry. Write a draft, let sit overnight; have someone else read before sending.
- She also encouraged faculty to set boundaries and expectations around communication, and communicate those boundaries to students.

8. Student Evaluations - Christina

Student evaluations happen online at the end of the quarter. Please allocate time in class to allow your students to complete these—if they wish—they cannot be forced or coerced in doing evaluations. Once the evaluations are ready for your viewing, which is usually early the following quarter, make a pdf of the evaluations and send a copy to the chair. What is required is the numbers part. The student comments part you may send if you would like.

Please communicate to the students that the chair will *not* see the comments unless the instructor shares them with her. Direct them to the “How Do I Voice a Concern?” page on the website if they have a comment that they would like Christina to hear.

9. Syllabus Guidelines, including consent language – Christina

There is new information in the handbook regarding consent this quarter. Please put this on your syllabus and read aloud to your class when you go through the syllabus. Depending on the class you teach, practice what this means. This information helps students negotiate these issues both inside and outside of class. Have students practice scenarios that they suggest. Decide together about how to say no.

Christina encouraged instructors to include in the syllabus that the syllabus may be altered or subject to change throughout the quarter because of the current context. The students view the syllabus as a contract so it is important that the expectations be clear.

We are in new territory with Zoom, and it would be productive to have a discussion with all instructors about making their expectations about students’ cameras being on during class, and ways students can communicate with instructors if they feel that they need to have their cameras off for class or part of class and how that might affect their participation.

Christina went over the syllabus guidelines in the Department of Dance Handbook and encouraged instructors to go over it. On Page 23 in the handbook is a link to the UW Syllabi Guidelines. Dance specific guidelines are in the handbook too.

- Be aware that there are some required language to be included in every course syllabi.

Christina shared feedback from students about dance technique classes:

- 1) Students would like more historical and cultural context in the technique courses; this context could come in many forms, including telling students where the dance form or a particular exercise came from in the course of explaining a movement, providing recommended YouTube and other video links on the course syllabus, and a few (or more) recommended readings on the course syllabus. (Providing more historical and cultural context does not necessarily mean creating more HW assignments, although it could.)

Christina acknowledged that some instructors are already doing this and it is much appreciated by students.

Christina highlighted that this work is part of making our technique courses more equitable in the sense that historical and cultural context is a critical aspect of understanding preferred aesthetics and practices of all dance forms.

- 2) Students have asked all of us to be more careful in our uses of language in our teaching and in general, especially language that implies value judgements

Christina suggested that we work on fostering a climate of comfort in the classroom so that students feel comfortable telling you when something that you say may be hurtful to them (recognizing that most of these instances are unintentional on the part of the instructor, but can still be hurtful to students)

10. Showings - Christina

Showings take place at the end of the quarter to share what a class has studied over the quarter. Each showing should be 5-7 minutes. In non-COVID times, these are open to the public. For in-person classes, this fall and likely winter, however, we have restrictions on the number of people that can be in the studio at once and physical distancing, so cannot open to public in the studios. You could set up a Zoom session and invite friends and family to watch over Zoom. For those teaching remotely, can do a Zoom showing. These are often the only chance for some students to perform.

Christina reported that a question came in on the chat feature of Zoom: *Is it Dance Department policy that showings are required for each technique class? Or is it just a recommendation?*

Various faculty and staff replied, and the consensus was that it was not an official department policy, but strongly recommended as it is a great way to get comments on your teaching and sharing and celebrating what the students have learned during the quarter. Also, as with any of the department practices, if anyone has a concern, question, or objection to it, the department is open to having a discussion about it.

11. Disability Services – Christina

If a student is registered with Disability Resources for Students, you will get an email from them regarding the student's accommodations. Faculty would meet with the student to set parameters/accommodations for class. If absences are part of the disability accommodation, you MUST fill out an absence agreement policy together and both sign it. The link is on the syllabus info and on DRS site.

- Jennifer stressed the importance of having this conversation with the student at the beginning of the course to talk about what the student needs. It appears to help *immensely*.

A conversation ensued about DRS services now including accommodations for mental health, and the importance of being sensitive in conversations with students about accommodations for mental health. Including all the resources on the syllabus, and referring students who are struggling in the course to that section on your syllabus, can help them get the resource that they need-- without them having to disclose private or sensitive information.

12. Lockers - Christina

Due to COVID-19 protocols and staff working remotely, lockers will be closed for Autumn 2020.

Please direct students taking in-person classes to bring their belongings into the studio and place them onto the vinyl flooring in the space between the doors

Please remind students that it is not ok to leave shoes in hallway due to fire hazard; and there is a risk of theft.

Instruct students to remove their everyday shoes before coming into the studio and placing their shoes on the vinyl flooring

Instructors need to disinfect the vinyl flooring prior to class and after students have picked up their belongings

Please remind students to leave the studio if they have to fix their hair.

A colleague reminded instructors who have not been in Meany recently that the lounge is closed, and students are not meant to hang around in the building outside of class.

13. Productions – Alana

Unfortunately, the Chamber Dance Company concert had to be canceled this year.

UW Dance Presents *is* happening, but it will *not* be a live performance.

- There will be information forthcoming about video submission auditions.
- The faculty making work are: Rujeko, Juliet, Rachael, Alana, Mike, and Jen

Stand by for more info re: The Dance Majors Concert and the MFA Concert.

14. Open Public Meetings – Christina

Christina let everyone know that they are welcome to attend weekly faculty meetings. Grad students are invited and we are inviting the undergrad majors to vote to have a representative attend the meetings.

15. Announcements, Questions and Comments:

Juliet announced a virtual social event that is happening for students to connect with each other at the beginning of Autumn 2020.

Other questions/comments that were raised:

How do we (the instructors) get to know who the dance majors are? How do we get in contact with students?

- There should be columns in your class list about what each student's majors are.
- There is a majors and minors email listserv that instructors can send to.
- Rachael offered the idea it could be beneficial to set up an event for majors and minors to be introduced to faculty/staff/instructors. (To be discussed further at next meeting.)

Are we allowed to have in person office hours?

There is a limit to how many people can be in each office. Any office less than 150 square feet has an occupancy of 1 person at a time. If you would like to meet with your student in-person please meet outside or in an office that accommodates the number of people under the COVID-19 guidelines and be reminded that you must wear face coverings.

Let's keep in mind that there is an election coming up and that it may be a particularly stressful time for many students.