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2010-02-26 Minutes of the Academic Senate

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Minutes of the Academic Senate
February 26, 2010
Kennedy Union West Ballroom, 3:00 p.m.

Senators Present: Margaret Deady, Ruihua Liu, Thomas Brady, Ralph Frasca, Matt Shank, John McCombe, Lloyd Laubach, Bob Kearns, Shawn Swavey, Tom Eggemeier, Judith Huacuja, Joseph Saliba, Jon Hess, Paul Benson, Tony Saliba, Andrea Seielstad, Heidi Gauder, Ben Christoff, George Doyle, David Biers, Stephen Richards, John White, Pat Donnelly, Linda Snyder, Rebecca Wells, David Darrow, Heidi McGrew, Tom Lasley

Guests: Edward Mykytka, Matthew Looper, Vernellia Randall, Kathy Webb, Jim Farrelly, Laura Leming, Maura Donahue, Darrell Anderson, Kathleen Henderson, Don Pair, Deb Bickford, Jack Long

Opening Prayer: Jon Hess opened the meeting with a prayer.

Minutes: The minutes of the December 4, 2009 were approved as submitted.

Announcements: None

New Business:

1. DOC-10-01 **Guidelines for the Development of Bachelor's Plus Master's (BPM) Degree Programs.** (Document is available at <http://academic.udayton.edu/senate/>) The document was brought to the floor for discussion by President Darrow and was open for discussion. There were no questions addressed to Graduate Dean Tom Eggemeier. President Darrow called for a voice vote and the document was **approved unanimously.**
2. Diversity Statement and Discussion led by Jack Ling (see attached document entitled Vision of Diversity at the University of Dayton). Ling pointed out the history of the development of the document and several key concerns; e.g., that UD must identify passive versus intentional acts of diversity; that we must take intentional actions to promote diversity; that we must be able to measure diversity outcomes; and one of the most important points is that must have a system of accountability. Andrea Seielstad raised the following concerns: how do we identify diversity issues; and how will the document be used; Professor Seielstad objects strenuously to all of the issues of the document.
3. CAP Task Force-Pat Donnelly reported on the progress of the CAP committee (see attached document entitled Coordinating and Writing Task Force Report to the Academic Senate February 26, 2010). George Doyle questioned the feasibility and components of an inquiry course. Ralph Frasca raised concerns about the value of inquiry course.

Standing Committee Reports:

1. APCAS-Judith Huacuja reported that the CAP Forums Feedback sessions had over 125 faculty and students participating. The CAP Forums Feedback is reported in detail and posted at the CAP Quick Place Site. The complete committee report of the APC can be found in the Attachment labeled Committee Report of the Academic Policies Committee of the Academic Senate, February 26, 2010.
2. SAPC-Bob Kearns reported that the SAPC has been addressing the issue of academic dishonesty (see attached document from the Student Academic Policies Committee) for details of the SAPC meetings.
3. FAC-David Biers reported that the FAC is working on four issues: (a) The Post-tenure review document which has been submitted to ECAS and was reviewed and sent back to FAC for further revisions; (b) the concerns around academic titling which are being addressed by Jim Farrelly, Heidi McGrew and Joe Untener; (c) an addendum pertaining to intellectual properties which is being prepared by a sub-committee lead by Shawn Swavey; and (d) the student evaluation of faculty teaching form.

The meeting was adjourned at 4:50 p.m.

The next meeting of the Academic Senate is scheduled for Friday, March 26, 2010, 3:00 p.m. in Kennedy Union West Ballroom.

Respectfully submitted by: Lloyd Laubach

Attachments:

Coordinating and Writing Task Force
Committee Report of the APC
Committee Report of the SAPC
Vision of Diversity

Coordinating and Writing Task Force Report to the Academic Senate February 26, 2010

Following the APC Forums on Feb. 4, 5, 8, & 11, the APC met Feb, 12, 19 & 22 to assess CAP feedback & consider proposals from the WGs & faculty groups. The APC considered each proposal's contributions towards CAP, the HIR learning outcomes, & the university-wide impact of an increase or decrease in CAP credit hours. The Coordinating and Writing Task Force will now prepare a revised CAP proposal based on the directions from the APC and the final reports from the WGs.

The Task Force will present the revised proposal (accompanied by an implementation plan) by mid-March for discussion by the Academic Senate at its March 26 meeting. Following that meeting, a formal Senate proposal may be presented by the Task Force to the Academic Senate for discussion and action at its April 23 meeting.

The next version of CAP will include the following recommendations from the APC:

- I. Increase Natural Science credit hour requirement from 6 to 7.
- II. Crossing Boundaries retains the Inquiry & Integration courses.
- III. A Diversity & Social Justice 3 credit hour course requirement (may double count with some CAP or major courses).
- IV. 6 credit hours in Upper Level PHL/REL; 3 in history (may double count with some CAP or major courses).

The APC VOTES:

I. The Natural Sciences WG proposes the increase of the credit hour requirements in NS from 6 to 7 hours in order to include at least 1 semester hour of laboratory experience. Each laboratory experience will have the associated lecture course as a prerequisite or co-requisite.

APC voted 7 in support, 1 against.

II. The Crossing Boundaries component will continue to provide four categories for courses defined within CAP as Diverse Faith Traditions, Practical Ethical Action, Inquiry, & Integration courses. The criteria proposed for the Inquiry course or experience will include the statement that students pursue "courses which serve as an introduction to key methods of inquiry pertaining to a discipline or interdisciplinary study in a field outside of their majors."

APC voted 6 in support, 2 against.

The discussion focused on whether the Inquiry & Integrative courses should be separate courses or combined into a single course or experience. The APC sought instead to keep the INQ category, recognizing that the INQ category might allow students to take a wide-range of intercultural, global studies, languages studies & diversity courses or courses in the professional schools. The APC also recognized that, with the opportunity for students to double-count the PHL/REL/HST courses in the Crossing Boundaries group of courses, retaining both the INQ & INT courses would allow space for other disciplines to locate their courses within the CAP.

The APC recommends that the descriptive language concerning the Inquiry course be broadened to identify the Inquiry course as an introduction to key methods of investigation, exploration, & ways of knowing.

The Inquiry study requires that students select a course outside their own division to better understand the ways of knowing found in other academic specialties. The Inquiry course will serve as an introduction to key methods of investigation, exploration, & ways of knowing. Taking a course outside one's major can broaden awareness of differing philosophies, analytic approaches, & new ways of solving a problem. The Inquiry course will provide students an opportunity to contrast inquiry in their own field with a different discipline's methods of inquiry. Some modes of inquiry engage experimentation & creative practice; other modes assess cognitive systems or analytical frameworks. Still other modes of inquiry investigate the complexity of systems, languages, or cultures. Exposure to modes of inquiry outside one's major will encourage students to think critically about ways of acquiring & applying knowledge within their own discipline. For this reason, the Inquiry course will include a reflective & comparative component.

III. 3 credit-hour Diversity & Social Justice requirement: Every student will investigate diversity issues within a sustained & academic context by taking one course that has a central focus on one or more dimensions of human diversity. The criteria for courses satisfying the Diversity & Social Justice requirement are still under discussion. They may focus on dimensions of human diversity that are most relevant to social justice (and its lack)—that is, those dimensions of human diversity on the basis of which pervasive & powerful systems of oppression & privilege have been built & maintained. Most students may fulfill the Diversity & Social Justice requirement *in tandem* with other curricular requirements. In this way, the requirement will act as a “zero credit hour” requirement that does not add to a student's total number of required credits. The Diversity & Social Justice requirement will build on the diversity learning outcomes that are introduced in the 1st year humanities courses.

The APC voted: 7 in support, 1 against.

IV. Proposal for Upper Level HST/PHL/REL Requirement that 6 credit hours in upper-division Phl/REL & 3 credit hours in History be made part of the CAP proposal. These would not add additional hours, but students could in effect “double-count,” e.g., the Faith Traditions requirement would also satisfy one of the REL/PHL requirements; an upper division history course might fulfill the Integrative requirement. This proposal asserts a central mark distinguishing Catholic higher education is its thorough grounding in the PHL/REL/HST courses that draw from & continue the development of the Catholic Intellectual Tradition.

APC voted 7 in support, 1 against.

Faculty within PHL/REL/HST expressed a strong commitment to develop an integrated sequence of Crossing Boundaries courses. These humanities disciplines will work with other departments & the professional schools to find common texts, themes, & relevant modes for integrating knowledge. The PHL/HST/REL will make significant contributions to learning about the Catholic Intellectual Tradition.

Components of the Recommended Common Academic Program

REL 1XX (3 hrs)

PHL 1XX (3 hrs)

HST 1XX (3 hrs)

ENG 100 (3 hrs)

These four courses will constitute the first year humanities courses

They will introduce students to the seven HIR outcomes with particular

attention to diversity and to discipline-specific outcomes.

CMM 1XX (3 hrs)

ENG 200 (3 hrs)

Social Science (3 hrs)

Arts (3 hrs)

Natural Science (7 hrs incl 1 hr lab)

Mathematics (3 hrs)

This will replace the current three 1 hour modules.

This will replace the current ENG 102.

This is a common introductory SS course with themes selected by instructor.

Common learning outcomes in a range of courses.

Discipline- appropriate courses and labs.

Discipline- appropriate courses.

Faith traditions (3 hrs)

Practical ethical action (3 hrs)

Inquiry course (3 hrs)

Integrative course (3 hrs)

Major Capstone Course or Experience (0-3 hrs)

6 hours in religious studies or philosophy

These hours may double count with hours for approved courses in Faith traditions, Practical ethical action, Inquiry and Integrative components.

3 hours in history

These hours may double count with hours for approved courses in Faith traditions, Practical ethical action, Inquiry and Integrative components.

3 hours in Diversity and Social Justice

These hours may double count with hours for approved courses in some of the CAP components (but not with the First Year Humanities, Social Science or Arts components).

COMMITTEE REPORT OF THE ACADEMIC POLICIES COMMITTEE
OF THE ACADEMIC SENATE

February 26, 2010

KU Ballroom 3:00 p.m.

CAP Forums Feedback: The APC hosted Forums on CAP on Feb. 4, 5, 8, and 11. Over 125 faculty and 15 students participated, delivering recommendations for changes to CAP. Written recommendations were received from the Women and Gender Studies Program, the Black Faculty Association, the Departments of Philosophy, History, and Religious Studies, as well as from individuals including Brother Ray Fitz. The CAP Forums Feedback is collected in full and posted at the CAP Quick place site.

APC Open Meetings: The APC met Feb. 12, 19 and 22 to assess CAP feedback and consider proposals submitted by faculty groups and by some of the Working Groups. The APC open meetings were heavily attended by faculty from across the university. Before the Feb. 12 meeting, the APC identified four proposals that garnered the greatest amount of faculty input and support. The APC introduced each proposal at every meeting, noting that our deliberations must consider each proposal in relation to its individual impact across the various components of CAP *and* the possible combined impact of proposals on the entire CAP curriculum. The APC Minutes of the Meetings are posted at the Academic Senate – APCAS Quick place site.

The APC considered each proposal's thematic contributions towards CAP, the Habits of Inquiry learning outcomes, and the university-wide impact of an increase or decrease in CAP credit hours. Given the complexity of additional and/or "zero count" hours, the APC deferred making recommendations on any one proposal until clarifications or adjustments were considered for each proposal. At the end of the Feb. 22 meeting, the APC took a vote by a show of hands for each item. A strong majority supported the proposals as modified below. The APC recommends the following changes to CAP (see more in Appendix A below):

- I. NSS expands credit hour requirements from 6 to 7.
- II. Crossing Boundaries retains the Inquiry and Integration courses.
- III. A Diversity and Social Justice 3 credit hour course requirement.
- IV. A 9 credit hours requirement in Upper Level HST/PHL/REL.

The APC communicated to the CAP Task Force these recommendations. The Task Force will incorporate the recommendations and the final Working Group Reports (due March 8) into a Revised Report on CAP. On March 9 a sub-committee of the APC will review the document and send it back to the Task Force by March 11. On March 15 the Task Force will present a full CAP proposal (including an implementation plan) to be discussed by the Academic Senate at the March 26, 2010 Senate meeting. We anticipate a formal CAP proposal presented by the Task Force to be discussed and acted upon at the April 23, 2010 Academic Senate meeting.

The next APC meeting occurs Wednesday March 10 at KU 310 at 7:30 to 9:00 am, where the APC will consider proposals for criteria for the Diversity & Social Justice course, and proposals from the professional schools concerning the double-counting of courses for the Upper Level Humanities requirement.

Respectfully submitted by Judith L. Huacuja, Chair APC

APPENDIX A February 22 APC recommendations

I. “The Natural Sciences Working Group proposes the increase of the credit hour requirements in NSS from 6 to 7 hours in order to include at least 1 semester hour of laboratory experience. Each laboratory experience will have the associated lecture course as a prerequisite or co-requisite.”

APC voted 7 in support, 1 against.

II. “The Crossing Boundaries component will continue to provide four categories for courses defined within CAP as Diverse Faith Traditions, Practical Ethical Action, Inquiry, and Integration courses. The criteria proposed for the Inquiry course or experience will include the statement that students pursue “courses which serve as an introduction to key methods of inquiry pertaining to a discipline or interdisciplinary study in a field outside of their majors.”

APC voted 6 in support, 2 against.

The Crossing Boundaries Working Group had proposed “combining the Inquiry and Integrative courses into a single course or experience. The APC disagreed with the Crossing Boundaries Working Group’s proposal to limit the categories for the Crossing Boundaries component. The APC sought instead to keep the INQ category, recognizing that the INQ category could make available to students a wide-range of intercultural, global studies, languages studies and diversity courses. This was especially important, given the strong interest in supporting the Diversity and Social Justice requirement, which could find an academic home in the INQ component of CAP. The APC also recognized that, with the opportunity for students to try to double-count the PHL/REL/HST courses in the Crossing Boundaries group of courses, retaining both the INQ and INT courses would allow space for other disciplines to locate their courses within the CAP.

III. Proposal for a three credit-hour Diversity and Social Justice requirement: Every student will investigate diversity issues within a sustained and academic context by taking one course that has a central focus on one or more dimensions of human diversity. The criteria for courses satisfying the Diversity and Social Justice requirement include a focus on those dimensions of human diversity that are most relevant to social justice (and its lack)—that is, those dimensions of human diversity on the basis of which pervasive and powerful systems of oppression and privilege have been built and maintained. Most students may fulfill the Diversity and Social Justice requirement *in tandem* with other curricular requirements. In this way, the requirement will act as a “zero credit hour” requirement that does not add to a student’s total number of

required credits. However, the Diversity and Social Justice requirement will not double-count with the 1st Year Humanities Base courses.

The APC voted: 7 in support, 1 against.

Note: The Women and Gender Studies Committee and the Black Faculty Association will draft criteria for this course. These groups will collaborate and provide the APC with criteria to be sent to the CAP Task Force no later than 02/25/10.

IV. Proposal for Upper Level HST/PHL/REL Requirement that 6 credit hours in upper-division Philosophy/Religious Studies and 3 credit hours in History be made part of the CAP proposal. These would not add additional hours, but students could in effect “double-count,” e.g., the Faith Traditions requirement would also satisfy one of the REL/PHL requirements; an upper division history course might fulfill the Integrative requirement, and so on. This proposal asserts the central mark distinguishing Catholic higher education is its thorough grounding in the Humanities disciplines that draw from and continue the development of the Catholic Intellectual Tradition. These Upper Level HST/PHL/REL courses will support the Catholic Intellectual Tradition by drawing from and continuing the development of its resources.

APC voted 7 in support, 1 against.

Faculty within PHL/REL/HST expressed a strong commitment to develop an integrated sequence of Crossing Boundaries courses. These humanities disciplines will work with other departments and the professional schools to find common texts, themes, and relevant modes for integrating knowledge. The PHL/HST/REL will make significant contributions to learning about the Catholic Intellectual Tradition.

The APC recommends that the descriptive language concerning the Inquiry course be broadened to identify the Inquiry course as an introduction to key methods of investigation, exploration, and ways of knowing. The APC suggests additional language to be included in the criteria for Inquiry courses as follows:

The Inquiry study requires that students select a course outside their own division to better understand the ways of knowing found in other academic specialties. The Inquiry course will serve as an introduction to key methods of investigation, exploration, and ways of knowing. Taking a course outside one’s major can broaden awareness of differing philosophies, analytic approaches, and new ways of solving a problem. The Inquiry course will provide students an opportunity to contrast inquiry in their own field with a different discipline’s methods of inquiry. Some modes of inquiry engage experimentation and creative practice, other modes assess cognitive systems or analytical frameworks. Still other modes of inquiry investigate the complexity of systems, languages, or cultures. Exposure to modes of inquiry outside one’s major will encourage students to think critically about ways of acquiring and applying knowledge within their own discipline. For this reason, the Inquiry course will include a reflective and comparative component.

Many strongly endorsed the language describing the Diversity course as also advancing Social Justice. Faculty noted the great need within the student body for learning about systems of power and oppression. Many noted that content in this course would build upon the 1st year Humanities courses, stressing that the University of Dayton must continue to support diversity learning in introductory, secondary and advanced courses.

Student Academic Policies Committee

Academic Senate Meeting

February 26, 2010

KU Ballroom

The Student Academic Policy Committee, during the winter semester of 2010, has been addressing the issue of academic honesty. In 2007, the SAPC was charged with re-evaluating the current policy designed to deal with issues of academic dishonesty across all units of the university. At that time, however, the SAPC was developing a new Honor Pledge for the university. Consequently, the issue of academic dishonesty was not addressed to the satisfaction of members on the committee. This year we were asked to review this issue, with the specific issues in mind:

- Tracking repeat offenders
- Develop a protocol of dealing with cases of academic dishonesty

Under section III of the Academic Honor Code, *Standards of Conduct*, highlighted in the university bulletin, there are no fewer than six categories that fall under the heading of “academic dishonesty”. Interestingly, under section IV of the AHC, *Student Status with Respect to the Academic Honor Code*, under C, it states that “all honor code violations require that a dean be notified of the violation by either the faculty member or the student”.

The problem that we have on campus is:

- Situations of academic dishonesty occur each semester
- More often than not, faculty do not follow through with any action, the reasons for this are many and varied.

However, if the university continues to stand by importance of having an Academic Honor Code, it is time to change the culture and/or mindset of students and faculty alike regarding enforcement of the Honor Code, without adding a new layer of bureaucracy for student and/or faculty.

The SAPC believes strongly that notification is the key, and that we need not worry about uniformity of punishment. Part of the problem stems from the fact that there are many types of academic dishonesty, leading to faculty becoming disinterested in dealing with the problem because of time. The recommendation of the SAPC, in an effort to address this issue, is to develop a new form analogous to the existing academic deficiency form. This form would be filled out by a faculty member addressing any of the prohibited conduct currently listed in the Academic Honor Code. The form would include the

student's name, student id number, department, and course involved. Additional information would include:

- What did occur
- When did it occur
- Resolution, i.e., what was the outcome of the parties involved

This form would then be sent to the Dean of the school the student resides in, the department involved, and the academic advisor. Using such a form would take care of the issue of tracking "repeat offenders".

Attachment 2

Vision of Diversity at the University of Dayton

October 2009

The concept of diversity refers to human differences, both individual differences and differences among socially constructed groups. In the context of American higher education, definitions of human diversity are historically fluid and culturally variable. Such differences may include, but are not limited to, race, ethnicity, gender, socio-economic class, physical abilities or qualities, sexual orientation/gender identity, age, religious faith, national origin, marital or parental status, educational background, political beliefs, and styles of learning.

As a Catholic and Marianist university, the University of Dayton is committed to embracing diversity as a manifestation of God's creation, to honoring the dignity that all persons share, and to promoting the respect to which all are entitled. In this sense, the scope of diversity extends beyond a passive understanding of historically underrepresented groups. It is much more inclusive and intentional, capturing a broad spectrum of similarities and differences that each individual possesses. Thus, the University's mission entails a special responsibility to educate for service, social justice, and peace-making, with particular emphasis on those living in poverty and other marginalized groups.

As a community, we recognize the diversity of human perspectives and gifts as indispensable resources for academic excellence in research and artistic creativity and for the education of distinctive graduates prepared for lifelong learning, leadership, and service. As a national leader in Catholic higher education, the University must educate its students for responsible citizenship and informed engagement in the multicultural and globally situated societies, institutions, and communities of the 21st century.

We acknowledge that building and maintaining institutional capacity for inclusive academic excellence is a strategic imperative rooted in our core mission and values. Widening the circle of the University of Dayton community to invite, affirm, reflect upon, and educate for constructive collaboration across human difference is an expression of the University's unwavering dedication to Catholic and Marianist traditions of education, intellectual life, and community building.

We believe that the search for the ultimate unity of truth is strengthened and deepened by the multiplicity of persons and perspectives in the University of Dayton community. Therefore, the University aims to foster a diverse faculty, student body, and staff and to create a safe, respectful, and nurturing campus climate. In such a climate, all members of the University community are held accountable for treating one another respectfully, justly, and equitably, and all are offered opportunities for educational and professional development. In addition, the University's curriculum and co-curricular programming are designed to advance students' competencies for intellectually informed and critically reflective dialogue and collaboration with others in the midst of difference.