4-25-2014

2014-04-25 Minutes of the Academic Senate

University of Dayton. Academic Senate

Approved
Minutes of the Academic Senate
Friday, April 25, 2014; 2:00 pm
KU West Ballroom

Present: Paul Benson, Andrew Slade, Linda Hartley, John McCombe, Kurt Mosser, Stephen Brown, Joe Mashburn, Carissa Krane, Andrew Evwaraye, Jasmine Lahoud, Leslie Picca, Laura Leming, Carolyn Phelps, Andy Kurzhals, Paul Bobrowski, Terence Lau, James Dunne, Ralph Frasca, Kevin Kelly, Joe Watras, Philip Anloague, John White, Zack Martin, Tony Saliba, John Loomis, Ed Mykytka, Katie Willard, Paul McGreal, Harry Gerla, Abdullah Alghafis, Kathy Webb, Emily Hicks, Yong Song, Dominic Sanfilippo, Joseph Saliba

Guests: Jim Farrelly, Dominique Yantko, Elizabeth Kelsch, Thomas Whitney, Khristian Santiago, Aaron Altman, Karolyn Hansen, Paul Eloe, Sarah Dickson, Sawyer Hunley, Katie Kinnucan-Welsch, Molly Schaller, David Dolph, Ellen Fleischmann, Tony Smith, John Weber, Cilla Shindell, Doug Bishop, LeRoy Hambrick, Paul Vanderburgh, Deb Bickford, Tom Skill, Pat Donnelly, Todd Imwalle, Bill Fischer, Scott Zingale, William Garbe

Absent: Myrna Gabbe, Eric Taglieri, Jamie Ervin, Karen E. Swisher

Opening Prayer/Meditation: P. McGreal opened the meeting with a prayer.

Minutes: The minutes of the March 14, 2014 meeting of the Academic Senate were unanimously approved with corrections.

Announcements:

- C. Phelps welcomed visitor Doug Bishop from Leadership UD.

Committee Reports:

APC: See Appendix A for year-end report.

FAC: See Appendix B for year-end report.

SAPC: See Appendix C for year-end report.

ECAS: See Appendix D for year-end report.

Additions: C. Phelps stated that ECAS had voted in support of new guidelines for faculty use of library carrels. Members of ECAS will meet with each of the Dean of the School of Engineering candidates while they are on campus.

HRAC: See Appendix E for report.

CAP: See Appendix F for report.

ELC: See Appendix G for report.

UNRC: See Appendix H for report.

Resolutions re: Policies Concerning the Evaluation of Administrators: C. Phelps briefly introduced the letter and opened the floor for questions. J. Dunne asked how the deadlines were determined. C. Phelps

explained that they were chosen to keep things moving. P. Benson asked if program directors were considered administrators. Yes, because the Constitution of the Academic Senate requires consultation for the purpose of permitting the Senate to propose or to comment on policies, including those on the "Selection, evaluation, and retention of Program Directors, Chairpersons, and Academic Deans" (Art. III, Para 3.h.).

K. Willard asked how the committee would be selected. C. Phelps explained that we are recommending that the President's Council consult with ECAS on the makeup of the committee.

All three resolutions were passed unanimously.

DOC 2014-05 Student-Run Business on Campus Policy: T. Lau briefly introduced the proposed policy, stating that it was developed by a group from virtually all areas of the university with the purpose of recalibrating the risk to the university. The process would allow students greater flexibility and provide faculty with opportunities to mentor enterprising students. A 20-day waiting period allows the university time to review a proposal. If no objections, the student is free to set up business once the waiting period is over. After 30 days or after making $5,000, a student business must obtain incorporate, obtain insurance, and get a mentor. J. Mashburn asked who would monitor the businesses. S. Brown asked why a charter could be revoked for a business if a conflict with Flyer Enterprises developed after the establishment of the student business. T. Lau explained that the university has the right to protect Flyer Enterprises (FE). He would hope that FE would not actively engage in business poaching and that he and other faculty working with FE would discourage such actions. T. Whitney stated that approval from the FE board was necessary for new businesses and that several people in the room were on the board. D. Sanfilippo stated that the university should protect all students, not just FE. There was general concern among student Senators about supporting this proposal for fear of taking initiative away from their constituents. L. Leming stated that the motivator for this policy was to make it easier to start a student business. She also reminded the Senators that this policy is a huge improvement over the existing policy. T. Lau stated that the language used in the document is "generally" which allows some flexibility when potential overlap with FE, etc. is involved. D. Sanfilippo stated that the development of this policy was a victory for students. He also asked if there could be an appeals process after a charter has been revoked. T. Lau said no because every relevant area/unit had already been involved. K. Willard pointed out that there was an appeals process for violations of the policy. S. Brown asked why there was a restriction of 11 pm. T. Lau explained that Public Safety has a standing order to break up gatherings after 11 pm. For clarity, it was explained that the streets in the student neighborhood are City of Dayton property. Finally, this policy does not apply to any student-run business located off campus. On behalf of the students, D. Sanfilippo thanked everyone who had worked on this policy.

A motion was made by A. Slade and seconded by L. Leming to approve DOC 2014-05. The motion was approved (29 yes, 2 no, 1 abstention).

DOC 2014-06 Proposal to Create a Department of Physical Therapy: J. Dunne reviewed the process by which the APC reviews actions pertaining to degree programs and academic departments (based on DOC 2014-04). P. Anloague reviewed the rationale for the proposal, including the fact that the program already operates as a de facto department. No changes in resources are needed at this time.

A motion was made and seconded to approve DOC 2014-06. The motion passed (30 yes, 0 no, 1 abstention).

DOC 2014-07 Revision to the Policy on Misconduct in Research and Scholarship: L. Hartley introduced the document which was a revision of DOC 1993-01 and highlighted the most significant changes including the notification of the accused party earlier in the process. P. Anloague asked if the policy included a cease and desist order during the investigation. The answer was not currently. Discussion included the pros and cons of such an action. Some feared the use of false accusations being used to thwart research. P. Donnelly reminded the Senate that this document is reviewed as legislative concurrence.

A motion was made by H. Gerla and seconded by L. Hartley. DOC 2014-07 passed unanimously.

DOC 2014-08 Proposal for a new faculty title, Research Professor. L. Hartley introduced the proposal. This proposal is a revision of a policy passed in 2002 but never implemented. Widespread input was sought. She explained that the FAC and ECAS had endorsed changing the document action from legislative concurrence to legislative authority to correct a mistake. Hartley reminded the Senate that the vote was for a title only.

A motion was made by H. Gerla and seconded by D. Sanfilippo. DOC 2014-08 passed unanimously.

DOC 2014-09 Proposal for MS in Computer Engineering (MSCPE). J. Dunne reviewed the process by which the APC reviews proposals for new graduate degrees. J. Weber thanked everyone involved in the process and explained that the proposal was the result of years of collaboration between the School of Engineering and the College of Arts and Sciences. This degree fills an identified student need.

A motion was made and seconded. DOC 2014-09 passed unanimously.

DOC 2014-10 Proposal to initiate MS in Education – Leadership in Educational Systems. K. Kelly briefly explained the rationale for the proposal. This degree provides an overview of the US educational system and fills an identified need of international students who may not have prerequisites or who are not seeking licensure in the US.

A motion was made and seconded. DOC 2014-10 passed unanimously.

DOC 2007-05 Amendment to Processes and procedures of the Academic Senate.

A motion to approve the amended document was made and seconded. DOC 2007-05 2014 revision was unanimously approved.

C. Phelps thanked outgoing Senators for their hard work. D. Sanfilippo introduced two new student senators for next year and encouraged community engagement by all UD students, faculty, and staff. L. Hartley presented C. Phelps, outgoing President of the Academic Senate, with a thank you gift. J. Saliba thanked all outgoing Senators for their hard work.

The meeting was adjourned at 3:40 pm.

J. Saliba invited new Senators to the table for elections. The new Social Sciences representative to ECAS will be L. Leming. P. Anloague (Education) and E. Mykytka (Engineering) were re-elected to ECAS. C. Krane was elected President of the Academic Senate, P. Anloague was elected Vice-President and Emily Hicks was re-elected Secretary for 2014-2015. The members of each standing committee met briefly and chose Chairpersons for 2014-2015.

Respectfully submitted by E. Hicks

APPENDIX A

Report on Activities of the Academic Policies Committee (APC)
of the Academic Senate AC 2013-2014
Submitted by Jim Dunne

Members: Philip Anloague, Paul Benson, Deb Bickford, Jim Dunne (Chair), Steve Brown (spring semester only), Andrew Evwaraye, Jasmine Lahoud (spring semester only), Zack Martin (fall semester only), Edward Mykytka, Dominic Sanfilippo (fall semester only), Andrew Slade, Karen Swisher, Kathleen Webb, and John White

The work of the APC this academic year involved the following:

Work continued from last year

CAP (common academic program), CAP committee (APC subcommittee.)

The committee reviewed the implementation progress of CAP (common academic program) which began its formal start with the August 2013 entering undergraduate students. We received a status presentation from Sawyer Hunley, Assistant Provost for CAP and Juan Santamarina, chair of the CAP Committee. The APC also recommended appointments to the CAP Leadership Team.

Document 2014-04, *Actions pertaining to degree programs and academic departments*.

This document which consolidates and makes consistent five (5) existing documents related to initiation of, and other possible actions for, academic degree programs and academic departments was initiated by last year's APC. This year, the APC simplified the document's organization, coordinated the draft document with the academic units, and then recommended approval of the document by the full senate.

New work completed this year

Final Report of the SET Committee. (Student Evaluation of Teaching).

The APC reviewed this report and developed recommendations on several implementation questions referred to us from the ECAS. One APC member, Andrew Slade, served on a coordinating group (one from each senate standing committees) which then developed an SET proposal (DOC 2014-02) for the full senate.

Honors course designations on student transcripts.

The APC reviewed a proposal from the Honors Program that requested that all honors courses receive a special designation so as to be readily identified on a student transcript. The committee gathered information including inputs from the Registrar's Office. The APC recommended that ECAS request that the Provost's Office implement this process for honors courses. We believe that the implementation will begin in the 2014-15 academic year.

DOC 2014-03 Proposal to merge two business majors into an International Business Management major.

The APC reviewed the proposal from the School of Business Administration to merge the Leadership and International Business majors and voted to recommend approval by the full senate. The proposal had no additional resource requirements.

DOC 2014-06 Proposal to create the Department of Physical Therapy.

The APC reviewed this proposal from the School of Education and Health Sciences and voted to recommend approval by the full senate. The proposal involved no additional resource needs.

DOC 2014-09 Proposal to initiate an MS in Computer Engineering degree program.

The APC reviewed this proposal developed jointly by the School of Engineering and the College of Arts and Sciences. The proposal responds to a clear need. It requires no new courses to be developed nor does it require any additional resources. The APC voted to recommend full senate approval.

DOC 2014-10 Proposal to initiate an MS in Education – Leadership in Educational Systems program.

The APC reviewed this proposal developed by the School of Education and Health Sciences. This proposal is in response to the needs of international students. The program will use primarily existing courses from three SEHS departments and involves no additional resources. The committee voted to recommend full senate approval of the proposal.

Ongoing work

University Policy for Academic Certificate Programs.

The APC began discussion of the possible need for a university policy for certificate programs – there is an existing policy for such programs at the graduate level. A distinguishing feature of such programs is that they can be completed by students who are not also enrolled in a degree program. A subcommittee was established; it gathered information including from the academic units and from other universities. A policy that will apply to both graduate and undergraduate certificate programs was drafted and reviewed by the full committee. Over the summer, a revised draft will be sent to the academic units and the Office for Graduate Academic Affairs for review and comment. Hopefully, a policy proposal will come to the full senate during the fall 2014 semester.

CAP (common academic program) and the CAP committee (APC subcommittee.)

Oversight of the CAP program and CAP committee will continue.

APPENDIX B					
FACULTY AFFAIRS COMMITTEE OF THE ACADEMIC SENATE 2013-14 ISSUES LIST & REPORT					
DOC #	**ISSUE/DOCUMENT**	**ACTION**	**Description of further information**	**Sent to ECAS**	**Senate decision**
2013-06	Revision to Select Faculty and Instructional Staff Titles in Faculty Handbook	Consultation	Began discussions in September 2013. Proposed that the description of the title of "Distinguished Service Professor" contained in§IV7(E) of the University of Dayton Faculty Handbook be amended. Please see FAC and Senate minutes for more information.	November, 2013	Passed with amendment
2014-01	Revision to Senate Document 12-01 "Revision to the University of Dayton Intellectual Property Policy and Procedures, August 24, 1994 to Include Faculty Ownership Rights Regarding Online Course Materials"	Legislative Concurrence	Began discussions in September 2013. Please see FAC and Senate minutes for more information.	January, 2014	Passed
2014-02	Proposal for a New Student Evaluation of Teaching Instrument and Delivery Method	Legislative Authority	Began discussions in September 2013. Proposal background: In 2012, the Academic Senate voted to accept document 2012-03: *Recommendations for Revision to the Process for Student Evaluation of Teaching.* Upon approval of this document and according to its recommendations, a SET committee was established in April 2012 and began their work in May 2012. The SET committee provided regular reports and updates to the Senate and Provost during each subsequent term through Fall 2013 (see appendices). In September 2013 the Executive Council for the Academic Senate assigned specific questions to each of the Academic Senate committees to address issues of SET that needed to be resolved which were beyond the SET committee's responsibilities, including SET administration, policy, privacy, and	February, 2014	Passed with amendment

			whether or not the proposed new instrument should be adopted. Representatives from each of the Senate committees reported their findings to the full Senate in December 2013, and collaborated to create this SET proposal.		
N/A	Review of the Policy: Prohibiting Illegal, Fraudulent, Dishonest, and Unethical Conduct	Consultation	Began discussion in February 2014. Recommended revisions were made for #3, 11, 16, and 19.	March, 2014	N/A
2014-07	Review of the proposal: Revision to the Policy on Misconduct in Research and Scholarship	Legislative Concurrence	Began discussion in March 2014. Proposal was submitted by UDRI. FAC reviewed the proposal, consulted with UDRI, and forwarded revised proposal to ECAS.	April, 2014	Pending vote
N/A	Review of the Nondiscrimination and Anti-Harassment Policy	Consultation	Began discussion in February 2014. Discussed the implications of the new Nondiscrimination and Anti-Harassment Policy on the Faculty Hearing Committee on Academic Freedom and Tenure and the Faculty Hearing Committee on Grievances. Consulted with Lori Shaw, Title IX Coordinator.	In progress	N/A
2014-08	Proposal for a new faculty title: Research Professor	Legislative Authority	Began discussion in September 2013. In order to recognize the importance of research in strengthening academic programs and to enhance the capacity to conduct externally funded research, the title of Research Professor will be established. This title will allow those who hold it to compete for outside grants which require applicants to hold an “academic title.”	April, 2014	Pending vote
Potential issues for 2014-15:					
1) University Intellectual Property Policy revision					
2) Faculty title proposal: Clinical Faculty					
Reported submitted by Linda Hartley, FAC Chair April 22, 2014					

MEMBERS:					
Abdullah Alghafis, Pat Donnelly (ex officio), Jamie Ervin, Ralph Frasca, Harry Gerla, Linda Hartley (Chair), Emily Hicks, Carissa Krane,					
Paul McGreal, Kurt Mosser, Leslie Picca, Tony Saliba, Yong Song, Eric Taglieri, Joe Watras, Katie Willard					

APPENDIX C

Subject: SAPC End-Of-Year Report 4/22/14

Submitted By: John McCombe

In the 2013-14 academic year, the SAPC devoted its regular meetings to discussions/revisions of three university policies.

1) Campus Policy on Student-Run Businesses

After several SAPC meetings—including ones involving current students in the SBA and staff members from Student Development, the SAPC recommended the formation of a working group to make specific recommendations regarding the revision of the existing policy. A working group consisting of SAPC members—in collaboration with representatives of interested parties from across the University—have prepared a revised, draft policy to replace the existing Policy on Student-Run Businesses and Commercial Activity. At its meeting on March 24, the SAPC reviewed the draft in preparation for bringing it to the April Senate meeting for purposes of consultation.

2) The Academic Honor Code

ECAS charged the SAPC with attending to Section IV ("Student Status with Respect to the Academic Honor Code") and Section V ("Appeal Procedure"). Obviously, students, staff and faculty want to promote academic integrity and, across the university units and departments, there should be consistency in how the Academic Honor Code is enforced. As a result, the SAPC was asked to revise and clarify those relevant sections of the document to ensure that the policies and procedures are consistently and fairly adhered to across the University.

The SAPC consulted with the Office of Student Development (OSD)—in particular, meeting with Debra Monk (Associate Dean of Students and Director of Community Standards & Civility). The goal of the SAPC was to align more intentionally the processes for reviewing cases of academic misconduct with how other forms of misconduct are handled by the OSD. The SAPC has been invested in learning more about how the OSD works to achieve consistency and fairness.

Currently, draft revisions of both Sections IV and V of the Academic Honor Code have been completed and submitted to ECAS; the revised policy will be presented to the Senate as soon as possible. The current draft revisions emphasize the following clarifications/revisions:

- The precise window of time in which students are to be notified about suspicions of academic honesty.
- The importance of completing the Academic Dishonesty Incident Report, and where the report should be housed (i.e., the parties on campus who should receive a copy of the report) when a student commits academic dishonesty.

- The criteria for the possible expulsion of students who have committed frequent or egregious violations of the Academic Honor Code.
- The various processes by which students might appeal accusations of academic dishonesty.

3) Student Political/Electoral Activities Policy

Earlier this year, the SAPC was charged by ECAS with reviewing the current University policy on political activities, with an eye toward revising the policy in such a way to both encourage political engagement among students without jeopardizing the University's 501 (c)(3) tax-exempt status.

A smaller sub-group of SAPC members met on multiple occasions this semester—meetings that have included students from a range of majors as well staff in the Office of Student Development.

After these conversations, the working group is committed to producing a draft document that achieves the following:

- Invokes our UD commitment to developing students who are engaged citizens and have the skills necessary to critique ideas and values.

- Encourages groups to organize and advertise events that reflect the mission and goals of their organization. (Some of these are by nature partisan, but the emphasis should be on civil discourse.)

- Encourages open discourse rather than closed-door meetings.

- Creates a culture in which the taboo is *not* knowing what's going on in politics and public discourse.

- Makes clear that student groups and the people they invite to speak do not speak FOR the university (several peer institutions have created policies that provide examples of how to do this).

- Encourages greater cooperation with Facilities Management.

- Encourages, with the federal government's guidelines for 501 (c)(3) status in mind, a less narrow interpretation of what constitutes "a substantial part of the activities of the institution," so that students have more ability to engage in appropriate political/electoral activity.

The SAPC's work on this third issue has not yet been concluded, and this will appear as part of the SAPC agenda in August 2014.

APPENDIX D

Report on Activities of the Executive Committee
of the Academic Senate (ECAS) AY2013-14

Members: Abdullah Alghafis, Phil Anloague, Paul Benson, Harry Gerla, Linda Hartley, Emily Hicks, Carissa Krane, Terence Lau, Ed Mykytka, Carolyn Phelps (chair), Joe Saliba, Dominic Sanfilippo

Guest from Faculty Board: Jim Farrelly

Summary of the work conducted this year

- Documents. ECAS moved 12 documents to the Senate for review and action.
    - Doc 2013-05 Proposal to Rename the Department of Visual Arts,
    - Doc 2013-06 Revision to Select Faculty and Instructional Staff Titles in Faculty Handbook,
    - Doc 2014-01 Revision to Senate Document 12-01 "Revision to the University of Dayton Intellectual Property Policy and Procedures, August 24, 1994 to Include Faculty Ownership Rights Regarding Online Course Materials"
    - Doc 2014-02 Proposal for a New Student Evaluation of Teaching Instrument and Delivery Method
    - Doc 2014-03 Proposal to Merge Leadership and International Business Majors into the new International Business Management Major ("IBM")
    - Doc 2014-04 Actions pertaining to degree programs and academic departments
    - Doc 2014-05 Student-Run Business on Campus Policy
    - Doc 2014-06 Proposal to create a Department of Physical Therapy
    - Doc 2014-07 Rev. to the Policy on Misconduct in Research and Scholarship
    - Doc 2014-08 Proposal for a new faculty title, Research Professor
    - Doc 2014-09 MS in CPE
    - Doc 2014-10 MS in Education – Leadership for Educational Systems
- A special meeting of the Senate was called to address changes to the health benefits. Several resolutions were supported which reflect concerns of the Senate. The resolutions were forwarded to Joyce Carter, Vice President for Human Resources and Tom Burkhardt, Vice President for Finance and Administrative Services.
- Consultation. ECAS continued to address the consultation process between the Academic Senate and administration this year. The Educational Leadership Council (ELC) was re-established. It now consists of members of ECAS; chairs of the standing committees of the Academic Senate; president and vice-president of the Student Government Association; President Curran; Provost Saliba; and Tom Burkhardt. Other administrators are invited as their areas are related to the topic of discussion. The ELC met four times this year. Topics included budget, enrollment and facilities. This spring marked the first meeting between the President of the Board of Trustees and the President of AS. This will be an annual meeting. Additionally a FES was conducted by J. Saliba, C. Phelps, and Jon Hess, past president of the AS. The discussion of this session generated ideas for improving consultation and communication between administration, Senate, and faculty.
- Faculty members of ECAS provided input regarding items on the climate survey which is being conducted this spring. ECAS submitted a letter to Joyce Carter expressing the expectation that it will also be consulted on the dissemination of the survey results.
- CAP Competency Committee. The committee has been actively approving courses for CAP. Report to be submitted.
- UNRC. The UNRC was not active this year.
- HRAC. Senate representatives on the HRAC will be providing reports to the Senate.

- The Senate was asked to review and provide comments and recommendations on two policies. Following a review of the Review of the Policy Prohibiting Illegal, Fraudulent, Dishonest, and Unethical Conduct by FAC, ECAS forwarded to Joyce Carter comments and recommendations of the FAC. Following a review of the Nondiscrimination/Title IX policy by the SAPC, comments and recommendations were forwarded to Lori Shaw. Similarly, FAC's comments and recommendations regarding that same policy will be forwarded following their review.
- ECAS generated a letter and series of three resolutions related to the evaluation of administrators. If these are approved in the Senate meeting on 4/25/14, they will be forwarded to President Curran and Joyce Carter.

Issues to address in 2014-15

- Change in constitution to address the number of Senate members. This is related to the change in title for the former Dean of the Graduate School.
- Information literacy charge. This is related to Doc 2013-04 Discontinuation of the University Graduation and General Competency Program and the Establishment of an Ad Hoc Committee on Information Literacy
- Follow up on the administration's response to the Senate resolutions regarding evaluation of administrators
- Academic honor code, include a review of study abroad code
- Consultation. The role and function of the ELC needs to be better defined. Ideas generated in the FES on consultation need to be further developed and recommendations implemented.
- Faculty titles, i.e., clinical faculty

Respectfully submitted,

Carolyn Phelps

APPENDIX E

Report from Human Resources Advisory Council to Academic Senate on Resolutions Passed Concerning Health Care Plan Changes for 2014
Part 1
April 25, 2014

This report summarizes data provided and conversation during recent HRAC meetings (March 21st and April 22nd) about two of the five resolutions passed by the Academic Senate in November 2013 concerning changes to UD's health care plan for 2014. The other three resolutions will be discussed at future Human Resources Advisory Council meetings.

Resolved, that the Academic Senate recommends the 2014 Health Care Plan be modified to continue to include GA spouse and family coverage.

In March and April 2014, the Human Resources Advisory Council reviewed data and discussed the recent GA spouse and family health coverage changes. New information on the effect of the Affordable Care Act on GA spouse and family health coverage was discussed in April.

Recap: GAs hired after January 1, 2014, are offered single coverage under the employee health care plan, but not spousal or family coverage. All GAs hired prior to January 1, 2014 and enrolled in coverage other than single can keep that coverage for the duration of their GA contract.

Claims experience in 2012-2013 increased 173% for GA dependents over the previous year; total cost of claims for GAs was $800,000. The projected cost for 2013-2014 is $925,000.

Total number of GA's as of November 2013 = 219

- 119 waived coverage
- 73 selected Single coverage
- 23 selected Family of employee/spouse coverage
- 4 selected Employee/child coverage

Of 25 peer schools surveyed, none provided employee health care to GAs. Nine allowed GAs to purchase student health insurance without institutional support (GAs paid the entire premium). Fewer schools are offering student health insurance due to the under-26 rule and low-cost insurance options through the exchanges.

Paul Vanderburgh, Associate Provost for Graduate Academic Affairs, clarified that graduate students are not full-time employees; they are part-time employees with a full schedule. Half of their schedule is working for the department. The other half, for which they receive full tuition remission, is their work toward fulfilling their degree requirements. P. Vanderburgh stated that the removal of coverage for spouses/families has no negative impact on recruitment or retention.

Under Ohio Medicaid expansion, most GAs would be eligible for Medicaid coverage at no or low cost, which covers nearly 100 percent of all health care costs. Families and individuals earning up to 133 percent of the federal poverty limit are eligible. Using UD salary data only, 80% of GAs currently enrolled in the University's health care plans would be eligible for Medicaid.

For GAs not Medicaid-eligible, the cost of a plan on the exchange may be more affordable. For example: the

cost to purchase 2 adult/1 child silver plan on health care exchange would cost $6,822 annually. With tax credit subsidy of $5,929, annual cost would be $894 a year or $74.50 month. University Core family coverage is $111 per month.

However, federal subsidies are only available if employer does not offer affordable coverage options, including single GA coverage. Medicaid coverage eligibility is also impacted. Our attempt to provide access to quality, affordable health care to GAs may actually hurt them in the end. The Advisory Council was very concerned about this new piece of information and its potential impact on the GAs. In light of this information, the issue of whether we should be offering <u>any</u> coverage to GAs will be discussed over the summer as we look at options for 2015.

Resolved, that the Academic Senate recommends the University reconsider the disproportionate increase seen in 2014 for coverage for employees (and employee families) where both spouses are UD benefit eligible.

Recap: In 2013, where both spouses were UD-benefit eligible and selected Core coverage, they paid no premiums for employee/spouse or family coverage. For Advantage coverage, they paid half of the premium for those categories.

Uncollected premiums due to discount in 2013 = $267,000

The fact that a couple works at UD does not save the University money on health care premiums in a self-insured environment. Examples for clarity:

> Under a fully-insured plan, UD was spending, say, $1000 per month per employee to the insurance carrier to support the family health care. It made some sense, when both spouses worked here, for UD to provide $1000 to one spouse and $1000 to the other spouse for the coverage. That is why it was "free." Both spouses got credit for the dollars that UD would spend to insure the family.
>
> In a self-insured environment, UD does NOT spend $1000 per employee to an insurance carrier. UD spends zero for "insurance" and pays claims as they are submitted to Anthem. So my family might cost UD nothing, while another family might cost UD $10,000 for the year. In order to be enrolled in the plan, each family pays the $111 per month. It makes no sense, in a self-insured environment, to give any family free health care. Each family, under the CORE plan, must pay $111 in order to be insured.

- In 2014: 80 active couples, 23 retiree couples. Rates are now the same as for other employees: one employee pays premium for employee/spouse or family with no discount. There was no loss of coverage for any employee.

- UD is only employer/university found that offered this benefit.

- The Advisory Council does not support providing discounted health care premiums for couples when they are both UD-benefit eligible, primarily because of issues of fairness and equity for all other faculty and staff.

APPENDIX F

CAPC Update for Senate 4/25/14

- Three Major areas of work from 2011-Present:

1. Process (CIM and Procedures) BOTH COMPLETE AND WORKING WELL

2. Interpretation and Application of CAP Document (Course Proposal Review Guidelines) COMPLETE AND WORKING WELL

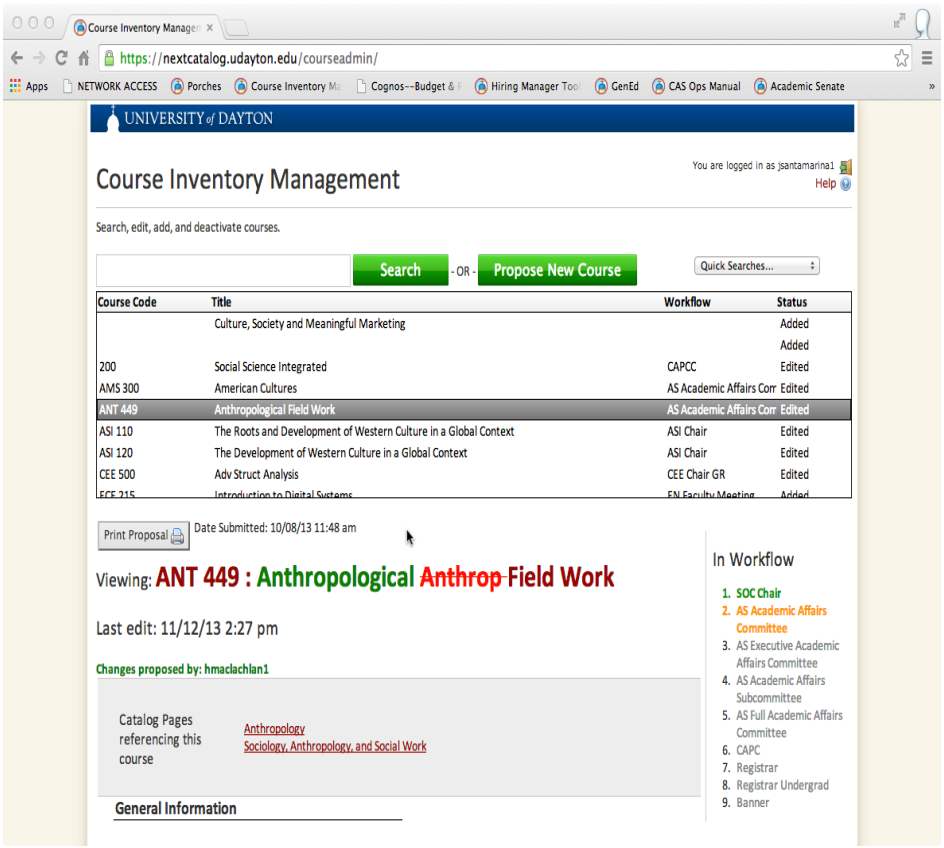
3. Course Approval 54 COURSES APPROVED AS OF 4/23/14 (See listing by component at end of document

Juan C. Santamarina, Chair

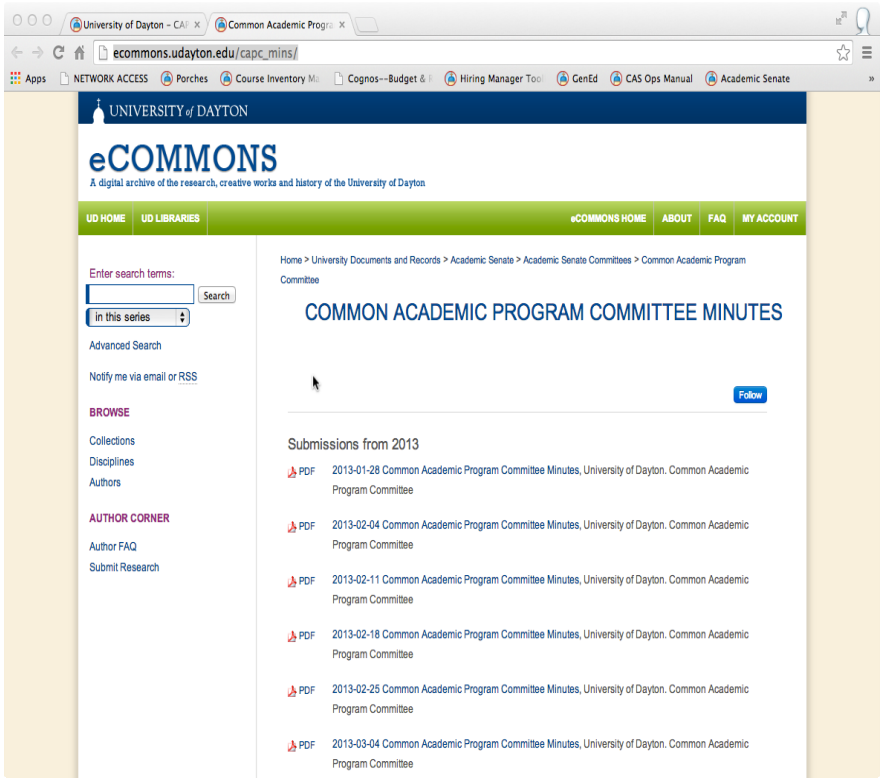
1. Process: CIM

- **Goal:** Develop a single online Course Proposal Form that could be used for **all** courses across all units for both CAP and non-CAP courses and that could be used to do curricular assessment.
  - **Extraordinary amount of detailed discussion took place within the CAPC regarding questions and wording**
  - **Extraordinary consultation across all units, with APC and ECAS**
  - **Workflow of CIM flows through from initiation of proposal to insertion into the catalog as a continuous automated system**
- **Result:** CIM online form working properly from its inception

Process: CIM


Course Inventory Manager
https://nextcatalog.udayton.edu/courseadmin/
Apps
NETWORK ACCESS
Porches
Course Inventory Ma
Cognos--Budget &
Hiring Manager Too
GenEd
CAS Ops Manual
Academic Senate
UNIVERSITY of DAYTON
Course Inventory Management
You are logged in as jsantamarina1
Help
Search, edit, add, and deactivate courses.
Search
- OR -
Propose New Course
Quick Searches...
Course Code
Title
Workflow
Status
Culture, Society and Meaningful Marketing
Added
Added
200
Social Science Integrated
CAPCC
Edited
AMS 300
American Cultures
AS Academic Affairs Corr
Edited
ANT 449
Anthropological Field Work
AS Academic Affairs Corr
Edited
ASI 110
The Roots and Development of Western Culture in a Global Context
ASI Chair
Edited
ASI 120
The Development of Western Culture in a Global Context
ASI Chair
Edited
CEE 500
Adv Struct Analysis
CEE Chair GR
Edited
Print Proposal
Date Submitted: 10/08/13 11:48 am
Viewing: ANT 449 : Anthropological Anthrop Field Work
Last edit: 11/12/13 2:27 pm
Changes proposed by: hmaclachlan1
Catalog Pages referencing this course
Anthropology
Sociology, Anthropology, and Social Work
General Information
In Workflow
1. SOC Chair
2. AS Academic Affairs Committee
3. AS Executive Academic Affairs Committee
4. AS Academic Affairs Subcommittee
5. AS Full Academic Affairs Committee
6. CAPC
7. Registrar
8. Registrar Undergrad
9. Banner

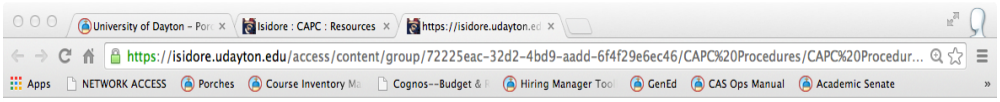
Process: Depository of Records by UD Archives in Archival PDF



Process: Procedures

- Goal: Develop a Procedures document sufficiently detailed to guide CAPC approval process, committee elections, ensure broad consultation, and be sufficiently flexible to endure over time
  - Used and tested Procedures for one year and revised as needed based on experience of using actual procedures
- Result: CAPC Procedures as tested and revised approved by committee and APC in 2013.

Process: Procedures



4.5 Committee Voting Rules

Decisions of the CAPC will be by majority vote of those voting members present, provided a quorum (one more than half of the voting members) is present. See section 2.2.3 of these Procedures.

4.6 Actions on Course Proposals

Once a course proposal has been submitted to the CAPC for consideration the following actions determining the disposition of the proposal can occur:

1. **Proposal is withdrawn from consideration.**

   DESCRIPTION:

   A. The proposal author and/or unit where the proposal originates take this action.
   B. Withdrawal may occur up to the moment the CAPC is to vote on the proposal.
   C. A proposal that is withdrawn may be resubmitted at a later date.

   WORKFLOW:

   A. Assistant Provost performs rollback in CIM to unit from which the proposal originated.
   B. Once the proposal is at the unit level, the unit and proposer decide how to proceed.
   C. Disposition of the course proposal is designated as "Withdrawn" and will be communicated to the University by the Assistant Provost via posting on the CAP website.

2. **Proposal is approved with no changes.**

   DESCRIPTION:

   A. This action is taken by the CAPC.
   B. By taking this action the CAPC communicates that the proposed course satisfies the criteria for all of the proposed CAP components and University of Dayton Student Learning Outcomes.

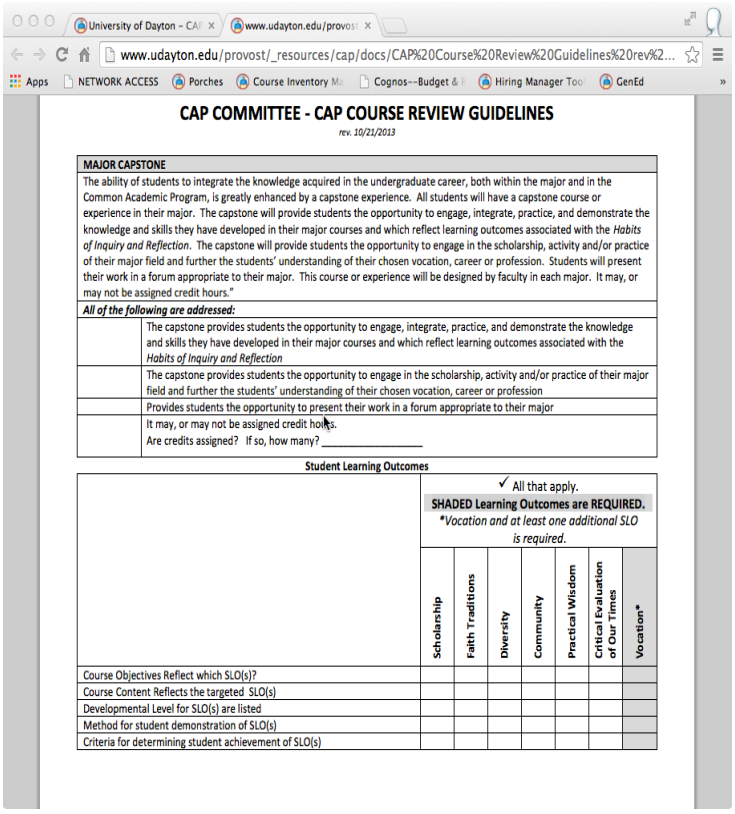
   WORKFLOW:

   A. Assistant Provost approves the course in CIM at which time the course is submitted to the Registrar for addition to the Catalog. Course proposal process is complete.
   B. Disposition of the course proposal is designated as "Approved" and will be communicated to the

2. Interpretation and Application of CAP Document

- Goal: Develop a series of "guidelines" for course approval based on extremely careful interpretation and dissection of the CAP document
  - Similar to the Procedures document, developed then used and tested the "guidelines" and made them available to all faculty. Used for one year and revised as needed based on experience of using actual guidelines.
- Result: Course Review Guidelines posted on CAP website for faculty consultation and used by CAPC as a tool for evaluation of proposals.

Interpretation and Application of CAP Document



University of Dayton – CAP | www.udayton.edu/provost

www.udayton.edu/provost/_resources/cap/docs/CAP%20Course%20Review%20Guidelines%20rev%2...

Apps | NETWORK ACCESS | Porches | Course Inventory | Cognos--Budget & | Hiring Manager Tool | GenEd

CAP COMMITTEE - CAP COURSE REVIEW GUIDELINES

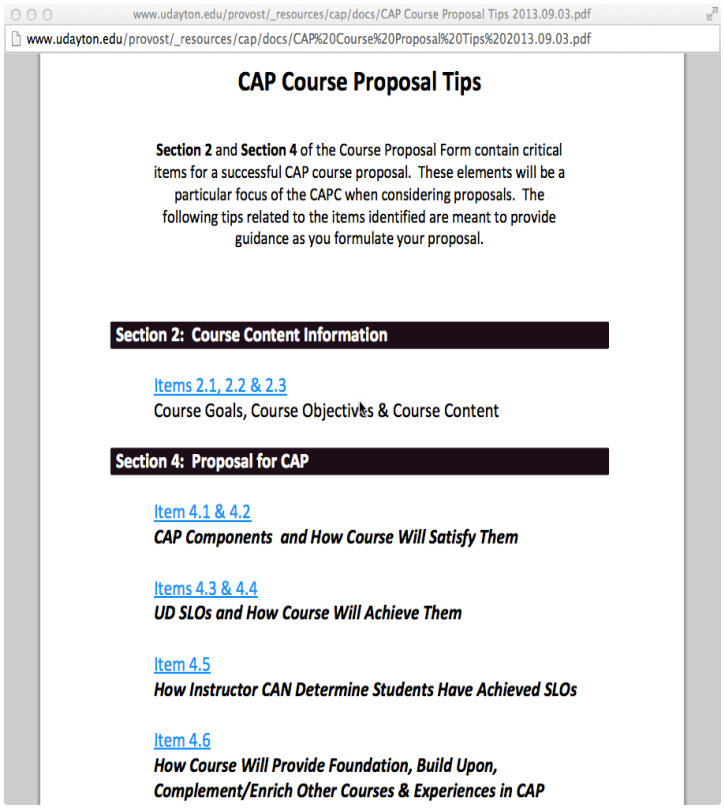
rev. 10/21/2013

MAJOR CAPSTONE	
The ability of students to integrate the knowledge acquired in the undergraduate career, both within the major and in the Common Academic Program, is greatly enhanced by a capstone experience. All students will have a capstone course or experience in their major. The capstone will provide students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the *Habits of Inquiry and Reflection*. The capstone will provide students the opportunity to engage in the scholarship, activity and/or practice of their major field and further the students' understanding of their chosen vocation, career or profession. Students will present their work in a forum appropriate to their major. This course or experience will be designed by faculty in each major. It may, or may not be assigned credit hours."	
All of the following are addressed:	
	The capstone provides students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the *Habits of Inquiry and Reflection*
	The capstone provides students the opportunity to engage in the scholarship, activity and/or practice of their major field and further the students' understanding of their chosen vocation, career or profession
	Provides students the opportunity to present their work in a forum appropriate to their major
	It may, or may not be assigned credit hours. Are credits assigned? If so, how many? _____

Student Learning Outcomes

	✓ All that apply. **SHADED Learning Outcomes are REQUIRED.** **Vocation and at least one additional SLO is required.*						
	Scholarship	**Faith Traditions**	**Diversity**	**Community**	**Practical Wisdom**	**Critical Evaluation of Our Times**	**Vocation***
Course Objectives Reflect which SLO(s)?							
Course Content Reflects the targeted SLO(s)							
Developmental Level for SLO(s) are listed							
Method for student demonstration of SLO(s)							
Criteria for determining student achievement of SLO(s)							

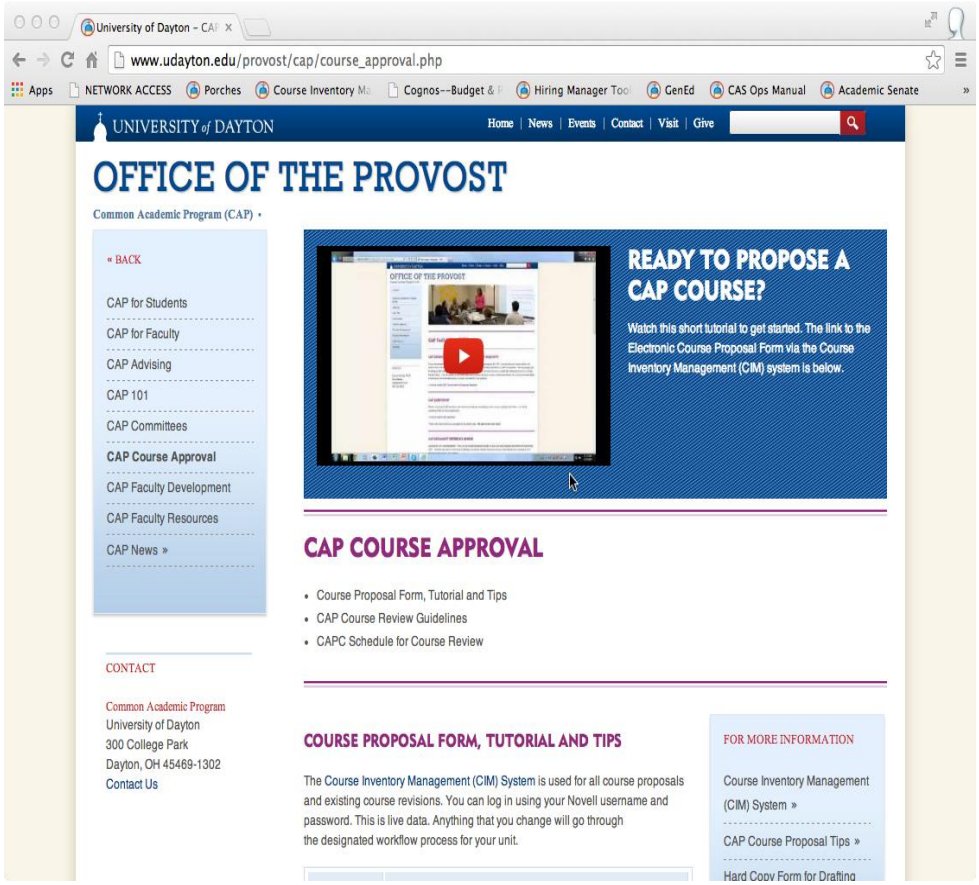
Interpretation and Application of CAP Document



3. Course Approval

- Course Approval Process working well
  - CAPC meets weekly to review newly developed courses for CAP approval. Have been very careful and deliberate with all initial proposals to ensure good process and application of criteria.
  - 54 courses designed and submitted by faculty have been approved as of 4/23/14
  - Faculty developing courses and faculty reviewing them on the CAPC committee are learning from each other.
  - The faculty proposing courses have continued to assist the committee in learning how to streamline the review process through conversation and in some cases repeated submission of courses for review.

CAP Website: Everything is here



CAP Approved Courses by CAP Component

CAP Component			CAPC Approval Date
First Year Humanities Commons			
	ENG 100	Writing Seminar I	11/12/2012
	ENG 100A	Writing Seminar I - Part I	11/12/2012
	ENG 100B	Writing Seminar I - Part II	11/12/2012
	ENG 200H	Writing Seminar II	11/12/2012
	HST 103	The West and the World	11/12/2012
	PHL 103	Introduction to Philosophy	11/12/2012
	REL 103	Introduction to Religious and Theological Studies	11/12/2012
Second Year Writing Seminar			
	ENG 200	Writing Seminar II	2/4/2014
Oral Communication			
	CMM 100	Principles of Oral Communication	2/11/2013
Math			
	MTH 114	Contemporary Mathematics	4/7/2014
	MTH 137	Calc I with Review	4/29/2013
	MTH 168	Analytic Geometry & Calculus I	11/21/2013
Arts			
	MUS 205	Music, Technology and Culture	10/28/2013
	MUS 303	Introduction to Musics of the World	3/21/2014
	VAF 104	Foundation Drawing	4/15/2013
	VAF 203	Drawing Through Process	4/15/2013
	VAF 225	Painting for Non Majors	4/15/2013
	VAF 242	Ceramics II Wheel Throwing	4/15/2013
	VAH 101	Introduction to the Visual Arts	3/18/2013
	VAH 201	Survey of Art I	3/18/2013
	VAH 202	Survey of Art II	3/18/2013
	VAH 203	Survey of Art III Contemporary Art History	3/18/2013
	VAP 100	Darkroom Photography for Non-Majors	4/15/2013
	VAP 200	Digital Photography for Non-Majors	4/22/2013
Social Science			
	SSC 200	Social Science Integrated	1/13/2014

CAP Component		CAPC Approval Date
Natural Sciences		
GEO 103	Principles of Geography	3/13/2014
GEO 115	Physical Geology	2/17/2014
GEO 218	Geol Site Inv Engrs	4/22/2014
Crossing Boundaries Faith Traditions		
HST 315	Postwar Europe 1945-1990	2/25/2014
Crossing Boundaries Practical Ethical Action		
EDT 305	Philosophy & History of American Education	4/22/2013
PHL 321	Environmental Ethics	4/8/2013
REL 369	Ethics by Design: Theological Ethics and Engineering	3/10/2014
SEE 402	Sustainability Research II	4/8/2013
Crossing Boundaries Inquiry		
GEO 103	Principles of Geography	3/13/2014
GEO 218	Geol Site Inv Engrs	4/22/2014
MKT 300	Survey of Marketing	4/14/2014
PHL 378	Concept of the Self	4/22/2014
Crossing Boundaries Integrative		
ASI 495	Integrat CAP India	4/29/2013
EDT 340	Educating Diverse Student Populations in Inclusive Settings	11/18/2013
ENG 321	Reading Popular Music	2/11/2013
ENG 466	TESOL Methods for Teaching English Languages	10/21/2013
HST 355	American Urban History	3/11/2014
MGT 490	Managing the Enterprise	4/14/2014
MUS 205	Music, Technology and Culture	10/28/2013
PHL 322	Phl Thr Dnc: Hum Id	4/7/2014
SEE 250	Introduction to Sustainability, Energy and the Environment	11/21/2013
SEE 401	Sustainability Research 1	4/8/2013
SOC 328	Racial&Eth Relations	4/7/2014
SWK 307	Mental Health Serv	4/7/2014
SWK 330	Perspectives on Aging	3/3/2014
VAH 320	Latin American Art	4/22/2013
VAH 330	Arts of Asia	4/29/2013

CAP Component		CAPC Approval Date
Advanced Philosophical Studies		
EDT 305	Philosophy & History of American Education	4/22/2013
PHL 321	Environmental Ethics	4/8/2013
PHL 322	Phl Thr Dnc: Hum Id	4/7/2014
PHL 378	Concept of the Self	4/22/2014
SEE 401	Sustainability Research 1	4/8/2013
SEE 402	Sustainability Research II	4/8/2013
Advanced Religious Studies		
REL 369	Ethics by Design: Theological Ethics and Engineering	3/10/2014
Advanced Historical Studies		
HST 302	Identity in Ancient Greece	3/10/2014
HST 315	Postwar Europe 1945-1990	2/25/2014
HST 319	The British Empire	2/11/2014
HST 339	Gandhi's India	2/11/2014
HST 355	American Urban History	3/11/2014
Diversity & Social Justice		
EDT 340	Educating Diverse Student Populations in Inclusive Settings	11/18/2013
ENG 466	TESOL Methods for Teaching English Languages	10/21/2013
HST 302	Identity in Ancient Greece	3/10/2014
HST 355	American Urban History	3/11/2014
SOC 328	Racial&Eth Relations	4/7/2014
SWK 307	Mental Health Serv	4/7/2014
SWK 330	Perspectives on Aging	3/3/2014
VAH 320	Latin American Art	4/22/2013
Major Capstone		
HST 498	History Capstone Seminar	2/24/2014
PSY 480	Senior Seminar in Psychology	11/18/2013

APPENDIX G

Educational Leadership Council
Report on activities 2013/14

The Educational Leadership Council (ELC) was re-established in Fall 2013. The composition of the ELC was changed from the previous body. The members include: President; Provost; Vice President for Finance and Administrative Services; members of ECAS; chairs of the standing committees of the Academic Senate; president and vice-president of the Student Government Association; and additional administrators whose units are relevant to the topic of discussion.

Four meetings of the ELC were held: November 4, February 18, March 18, and April 16. The initial meeting was used to discuss the general purpose and role of the ELC. One of those primary roles was to provide a path for consultation between the upper administration and the faculty. It was expressed by the faculty members that in order for true consultation and productive dialogue to take place, materials related to the topic or question for discussion would need to be provided in advance.

Subsequent meetings focused more specifically on issues or questions rather than process. The February 18 meeting included presentations on enrollment and budget planning. This was used as a preparation for later meetings, laying the foundation for subsequent discussions.

The meeting of March18 focused on facilities; Beth Keyes, Vice President for Facilities Management, attended. Questions were raised regarding the decision–making processes used when renovations were performed. There was a great deal of discussion regarding the importance of consultation with end-users of a space. The discussion on facilities continued in the April 16 meeting with a focus on larger projects that were planned for summer 2014 and beyond. It was pointed out that as the campus grows, time between classes has not. Students are having difficulty getting to and from classes in the CPC and other parts of campus in a timely fashion. Due to pressures to get to class on time, jaywalking on Brown Street has also increased. This safety issue was raised. Re-evaluation of time provided between classes was suggested as topic for future conversation.

The April 16 meeting also included a discussion of the current enrollment for Fall 2014 and factors that impact both the goal and progress toward that goal. At the current time, enrollment numbers appear strong; it is likely that enrollment goals will be met for Fall 2014. However, with changes in demographics, the number of applications required to achieve the enrollment goal has increased significantly. Future conversations regarding the strategic plan of the University should also consider ways to address this pressure. It was anticipated that results of a recent SWOT analysis conducted with the members President's Council would be available for discussion; however, the executive summary provided to the President earlier that day was not as rich as had been anticipated. Discussion of this report will be held at a later ELC meeting.

Respectfully submitted by C. Phelps

APPENDIX H

Report on Activities of the University Nominating and Recruitment Committee (UNRC)
Of the Academic Senate AC 2013-2014
Submitted by: Emily Hicks

The University Nominating and Recruitment Committee conducted three calls for faculty volunteers:

1. Two tenured or tenure-track faculty members to serve on new University Diversity Council (September 2013)
2. One tenured or tenure-track faculty member from the School of Education and Health Sciences to serve on the University Library Committee (April 2014)
3. Multiple full-time faculty members to serve on the University Speaker Series Committee (April 2014)