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2015-01-16 Minutes of the Academic Senate

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Recommended Citation

Present: Andrew Slade, Linda Hartley, John McCombe, R. Kurt Mosser, Danielle Foust, Joe Mashburn, Carissa Krane, Andrew Evwaraye, Jasmine Lahoud, Leslie Picca, Laura Leming, Mike Brill, Paul Bobrowski, Jeffrey Zhang, James Dunne, Ralph Frasca, Erin Malone, Kevin Kelly, Joe Watras, Philip Anloague, Elizabeth Kelsch, Aaron Altman, Ed Mykytka, Joe Haus, Austin Hillman, Harry Gerla, Emily Hicks, Sean Gallivan, Angela Busby-Blackburn, Dominic Sanfilippo

Guests: Susan Brown, Sawyer Hunley, Sarah Dickson, Stephanie Soule, Eileen Carr, Elaine Laux, Carolyn Phelps, Adrienne Ausdenmoore, Rodney Veal, Heidi Gauder, Shannon Miller, Amy Lopez-Matthews, Zack Goit (Parliamentarian)

Absent: Jason Pierce, Myrna Gabbe, Paul Becker, John White, Eddy Rojas, Paul McGreal, Erin Brown, Kathy Webb, Paul Benson

Opening Prayer/Meditation: L. Leming opened the meeting with a prayer.

Minutes: The minutes of the December 12, 2014, meeting of the Academic Senate were approved with corrections.

C. Krane welcomed J. Haus to the Senate as J. Ervin's sabbatical replacement and welcomed back K. Mosser from sabbatical and D. Sanfilippo from study abroad.

Committee Reports:
APC: E. Mykytka presented the context for and a draft of the academic calendar survey being developed by the APC to gather faculty opinions about the use and length of intersession and Spring break. He reported that the expected release date of the survey was Monday, January 26th. The purpose of this survey is to inform the faculty representatives on the University Calendar Committee to help shape future conversations about university-wide calendar issues. This information would be one factor during discussions of the 2017-2018 academic calendar year and beyond. A. Busby-Blackburn asked why part-time faculty were not being surveyed. A. Altman stated that surveying part-time faculty would be easy enough to do. J. Haus asked about the role of the Senate in this process. E. Mykytka explained that the APC was especially interested in gathering information about the most recent intersession since it was the shortest in recent history. The definition of intersession (meaning the time after January 1st until school starts) was clarified. D. Sanfilippo suggested that students be surveyed as well. E. Mykytka welcomed the suggestion, but indicated that the administering of a student survey should come from the SGA. He also noted that there were student members on the Calendar Committee.

The APC meets on the second and fourth Fridays at 2 pm in KU.

FAC: H. Gerla reported that the Faculty Affairs Committee will meet at 11 am every other Friday starting January 23, 2015. Action items include drafting documentation for the University Elections Committee and discussing issues of committee jurisdiction identified during the recent work on the by-laws of the Faculty Hearing Committees.

SAPC: J. McCombe submitted the following report in writing:

Even though the SAPC has not met, in person, since the December Academic Senate meeting, the committee has continued to make progress, via e-mail, on the revisions to the draft Academic Misconduct Policy. After reviewing an earlier draft of this document, the Deans Council suggested that the policy would need to be reviewed by the Graduate Leadership Council before subsequent consultation with the Chairs and Program Directors across campus.

On 9 January 2015, the SAPC Chair attended a meeting of the GLC Executive Committee after having submitted the latest draft document to Brad Duncan, Executive Director of Graduate Academic Affairs. During the meeting, various revision suggestions were offered by the GLC and, since that meeting, the revisions have been made and the GLC has now offered its endorsement of the revised policy.

The Executive Committee of the Senate will now determine if the revised document is now ready for review by the Chairs and program Directors.

Update from 1/16/15 ECAS meeting: C. Krane stated that ECAS had decided to send the revised document to the academic deans for dissemination to chairs and program directors for review.

Next SAPC meeting: Monday, January 26th at 9:00 in HM 257.

ECAS: C. Krane reported that the committee had met twice since the first of the year. The draft charge for the new Information Literacy Task Force had been reviewed by the executive committee and was on today's agenda for discussion by the Academic Senate. ECAS has been working with the APC and the Calendar Committee on academic calendar issues and priorities. The Board of Trustees had requested that ECAS provide the names of faculty for consideration for service on the search committee for the next university president. The UNRC process had been used to gather nominations and ECAS narrowed the list down to five names. The announcement of the search committee members would be forthcoming from Board of Trustees member and search committee chair, Dave Yeager. A website will be set up to provide a mechanism for feedback.

C. Krane announced that the next Educational Leadership Council (ELC) meeting on January 21, 2015, would include a debrief from President Curran and Interim Provost Paul Benson about the January Board of Trustees meeting.

Announcements:
C. Krane announced that A. Busby-Blackburn, A. Slade, and T. Lau had agreed to serve on the UNRC. Two more volunteers from SEHS, SoE, Law, or Libraries are needed.

E. Hicks announced that a small group of Human Resources Advisory Council members have started meeting with Joyce Carter, Beth Schwartz, and representatives from McGowan/Brabender to discuss high deductible health care plans and health savings accounts. This group will be developing a core of knowledge and examining the pros and cons of offering this type of plan as an option. This is an educational endeavor. No decision has been made to offer this type of plan. This group was formed in response to faculty/staff requests for a high deductible option.

Guest Presentation:
Amy Lopez-Matthews, Rodney Veal, and Adrienne Ausdenmoore presented an overview of the upcoming ArtStreet exhibit entitled **GHETTO: A retail art installation**--A world premiere installation retail experience that tackles the historically weighted word "ghetto" through a subverted commercial lens with the goal to take the commercialized aspects and use of the word and turn it into socio/political/economic commentary. The goal of the presentation was to make faculty and students aware of the upcoming exhibit that is likely to spark discussion on campus. See APPENDIX A for more information.

Information Literacy Task Force Presentation:
Heidi Gauder, Coordinator of Research and Instruction, University Libraries, presented an overview of the rationale for the establishment of an information literacy task force, the proposed charge of the task force, the proposed membership, and expected timeline of work. See APPENDIX B for more information.

New Business:
Setting Academic Senate Priorities for Spring 2015 and Beyond:
In advance of the meeting, Academic Senators were encouraged to bring any ideas, including academic policy issues/concerns, to the Senate floor for initial discussion. C. Krane reviewed a list of potential topics for conversation, discussion, and/or presentation.
1. Academic Climate Survey and Response: C. Krane reported that several university-wide initiatives were in the works. The climate survey is expected to be a topic of discussion at the joint faculty/Senate meeting on February 6th so ECAS decided that a follow up discussion at the Academic Senate meeting on February 20th would be appropriate.
2. *Principal Characteristics of Marianist Administration:* L. Leming gave an overview of the origins and purpose of this document. Based on research conducted by Dr. Steve

Neiheisel, the *Principal Characteristics* document was ratified by the General Council of the Society of Mary on September 22, 2013. The document provides guidelines for the administration of Marianist institutions worldwide to review and adapt for local use. L. Leming explained that these *Principal Characteristics* may address some of the concerns surfaced during the recent academic climate survey. The Senate of St. Mary's University in San Antonio has endorsed the PCMA document. A senator noted that the PCMA aligns with leading management theory. C. Krane stated that there have been faculty requests that the Senate discuss and possibly implement all or part of the *Principal Characteristics*. Link to the PCMA:
https://www.marianist.com/files/2014/11/Characteristics-of-Marianist-Admin1.pdf

3. C. Krane opened the floor for suggestions from other Senators. The following ideas were proposed:
   a. S. Gallivan requested that the Senate membership be reviewed as it relates to the representation of non-tenure-track faculty. Currently, one Senator represents 170 faculty members.
   b. K. Kelly stated that it would be important to continue to focus on issues surfaced during the climate survey because there is widespread fear that those issues will get dropped.
   c. H. Gerla suggested that Senators be asked to rank the priorities or indicate priority in some way.
   d. A. Altman requested a discussion of budget/resources allocation process/priorities.
   e. P. Anloague stated that the revision of the Academic Senate Constitution had been on the task list for a long time. He asked what the scope of the issue was and suggested a small group be tasked with resolving the issue. C. Krane explained that the membership section was incorrect because the position of Dean of the Graduate School was changed. Other constitutional issues may surface during the process.

The meeting was adjourned at 4:30 pm.

Respectfully submitted by E. Hicks

APPENDIX A

GHETTO: A Retail Art Installation
Amy Lopez-Matthews, Executive Director, Center for Student Involvement
Adrienne Ausdenmoore, Associate Director, ArtStreet
Rodney Veal, multidisciplinary artist, adjunct faculty and
Creative Studies Coordinator, Sinclair Community College

GHETTO: A Retail Art Installation
February 24 - March 31
ArtStreet White Box Gallery
A world premiere installation retail experience that tackles the historically weighted word "ghetto"
through a subverted commercial lens with the goal to take the commercialized
aspects and use of the word and turn it into socio/political/economic commentary.

Opening Launch: Tuesday 2/24, 5:30 - 6:30 p.m.
Focus Group: Tuesday 2/24, 6:30 - 8 p.m. ArtStreet Studio C

Installation Goals
1. To take the commercialized aspects of use of the word GHETTO and turn it into a socio/political/economic commentary which will not intend to create charged and specific direction to "cease" the word but rather to create conversation, awareness and understanding around the word and its truisms.
2. There is much conversation needed to unpack the purpose behind the GHETTO process. We must unpack with specificity so that if and when conversation begins among students/faculty/staff, we are able to provide an appropriate forum(s) for doing so.

GHETTO Production Team

Rodney Veal (Artistic Lead)
Brian LaDuca, Adrienne Ausdenmoore, Karlos Marshall (ArtStreet)

GHETTO Creative Team

7 UD students
Creative Liaisons from Sinclair Community College and greater Dayton community

GHETTO Consultation Team

Ken Bloemer (School of Engineering)
Shamell Brandon (Counseling Center)
Tracy Harmon (Marketing)
Tom Kenworthy (Entrepreneurship)
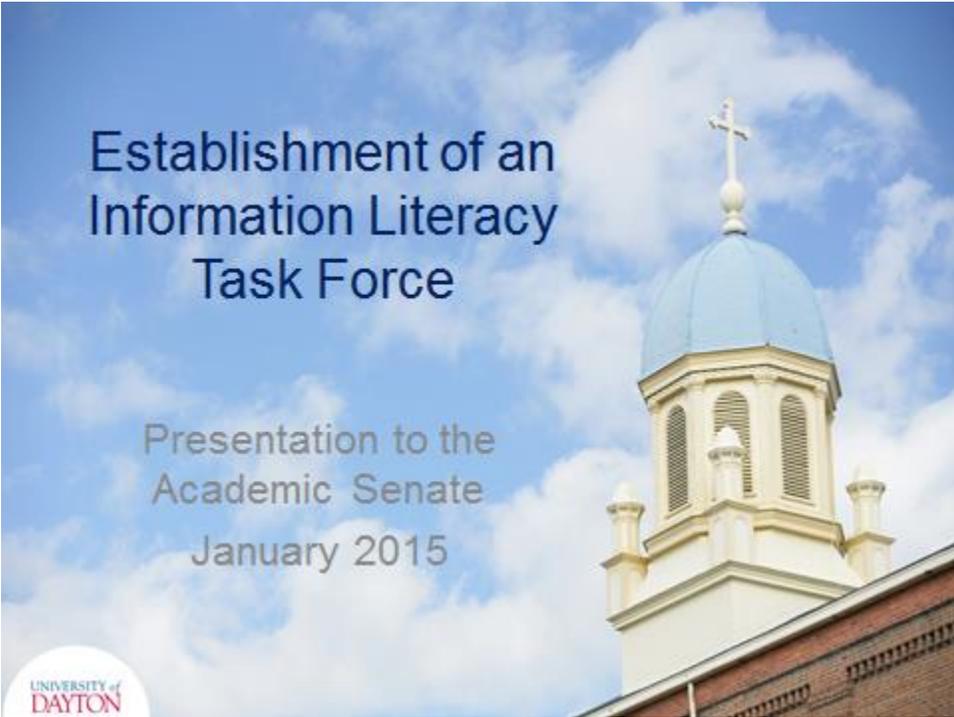Amy Lopez-Matthews (Student Development)
Art Jipson (Criminal Justice Studies)
James Pate (fine artist)
Joel Pruce (Human Rights)
Carlos Stewart (Office of Multicultural Affairs)
Susan Wawrose (School of Law)

Establishment of an
Information Literacy
Task Force

Presentation to the
Academic Senate

January 2015

UNIVERSITY of
DAYTON

Previously

General-level and Graduation-level Information Literacy
Competencies

- General Level: Delivered via Library – English
  Department collaboration

- Graduation Level: Responsibility of each
  department

No longer exist following passage of Academic Senate
Doc 2013-04, Discontinuation of the University Graduation
and General Competency Program

University of Dayton Faculty Survey:
Report of Findings
Fall 2012

How much do you agree with this statement? Improving my undergraduate students' research skills related to locating and evaluating scholarly information is an important educational goal for the courses I teach
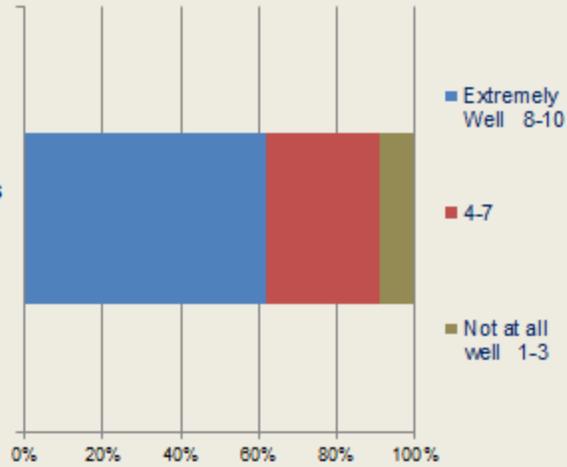
- Extremely Well 8-10
- 4-7
- Not at all well 1-3

0%   20%   40%   60%   80%   100%

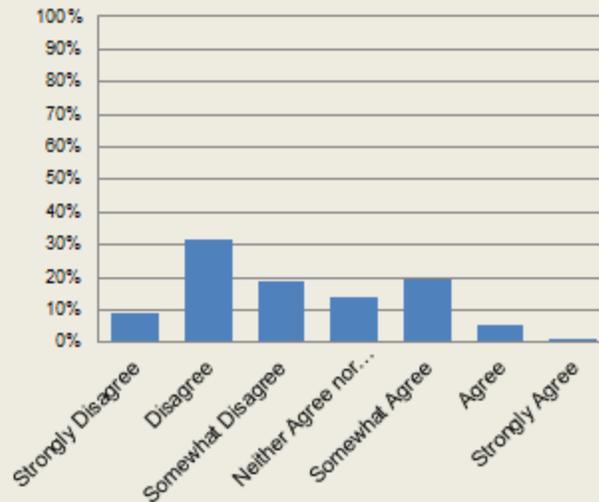**University of Dayton Faculty Survey:**
Report of Findings
Fall 2012

How much do you agree with this statement? My undergraduate students have poor skills related to locating and evaluating scholarly information
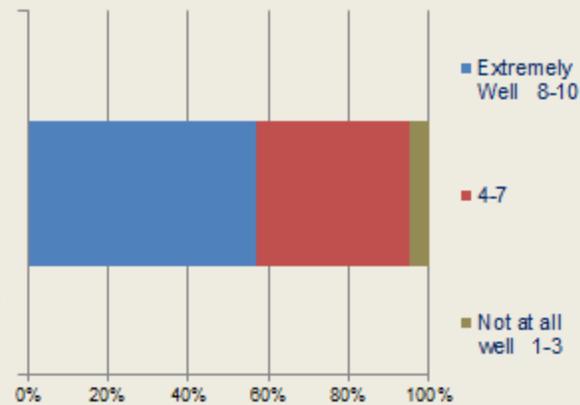
- Extremely Well 8-10
- 4-7
- Not at all well 1-3

0%   20%   40%   60%   80%   100%

How much to you agree with this statement? I find it difficult to access to the information and resources I need for my coursework or research projects

100%	
90%	
80%	
70%	
60%	
50%	
40%	
30%	
20%	
10%	
0%	

Strongly Disagree · Disagree · Somewhat Disagree · Neither Agree nor... · Somewhat Agree · Agree · Strongly Agree

PIL Study – Students' Responses:

What challenges do you face when finding and using information?

37% could not define and select a topic

74% struggled to construct searches

57% could not locate relevant sources

43% struggled to make sense of sources they found

Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College. PIL. Dec. 2013

Employer Expectations

"Overall, our findings from this exploratory study suggest there is a distinct difference between the information competencies and strategies today's graduates bring with them to the workplace and the broader skill set that more seasoned employers need and expect."

Learning Curve: How College Graduates Solve Information Problems Once They Join the Workplace. PIL, Oct. 2012

Existing Support for Information Literacy

- Online Course Guides

- Online Tutorials: ENG 200/ENG 200H, CMM100, HST103 (beta)

- Librarians as Collaborators/Teachers

Research Sessions with Librarians by Course Level, AY 2013-2014
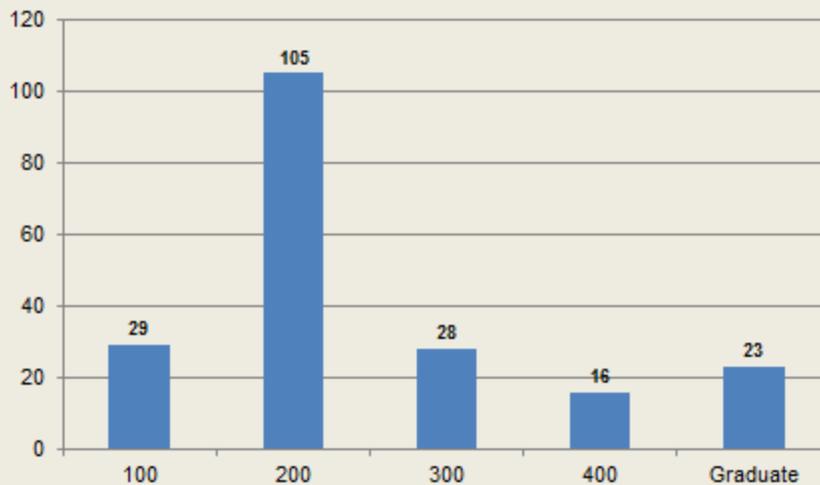
Information Literacy Task Force Charge

The Information Literacy Task Force will make recommendations to ensure the intentional incorporation and assessment of information literacy throughout the undergraduate curriculum. Specifically, the Task Force will **make recommendations on**:

- **Information Literacy objectives within the CAP curriculum, and within the major discipline**, with a focus on research skills and critical evaluation and usage of information.

- **Information Literacy learning outcomes that are already included** in the undergraduate curriculum.

- **An assessment plan for evaluating student information literacy proficiency** at beginning, middle and advanced levels.

Timeline

January 2015: Task Force to be formed

April, 2015: Tentative due date for an initial draft report of recommendations in the three target areas to ECAS

April, 2015: Discussion of draft report with the full Senate at the April 17, 2015 Senate meeting

September, 2015: The Task Force's final recommendation will be presented to the Senate at the September 2015 meeting