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2015-02-20 Minutes of the Academic Senate

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Approved
Minutes of the Academic Senate
Friday, February 20, 2015; 3:00 pm
KU West Ballroom

Present: Jason Pierce, Andrew Slade, Kathleen Watters, Linda Hartley, Danielle Foust, Joe Mashburn, Carissa Krane, Andrew Ewvaraye, Leslie Picca, Laura Leming, Mike Brill, Paul Bobrowski, James Dunne, Erin Malone, Kevin Kelly, Philip Anloague, John White, Elizabeth Kelsch, Eddy Rojas, Aaron Altman, Ed Mykytka, Joe Haus, Austin Hillman, Harry Gerla, Emily Hicks, Sean Gallivan, Angela Busby-Blackburn, Dominic Sanfilippo, Paul Benson

Guests: Susan Brown, Janet R. Bednarek, Laura Hume, Judith Huacuja, Yanhui Hou, Nihad Alogail, Victoria Heithaus, Fiona Corner, Chin Yi Chen, Walaa Alhassoon, Amal Albdarani, Emily Grasso, Harold Merriman, William Fischer, Shannon Miller, Francisco Peñas-Bermejo, Corinne Daprano, Caroline Merithew, Joyce Carter, Deb Bickford, Kathy Fischer, Beth Schwartz, Kathy Harmon, Jon Hess, Yvonne Sun, Elizabeth Hart, Andrew Horner, Cilla Shindel, Rebecca Wells, Brad Duncan, Joel Whitaker, Jayne M. Whitaker, Terence Lau, Simanti Dasgupta, Shannon Driskell, Catherine W. Mix, Dana Sellers, Margie Pinnell, Roger Crum, Zack Goit (Parliamentarian)

Absent: John McCombe, R. Kurt Mosser, Jasmine Lahoud, Paul Becker, Jeffrey Zhang, Ralph Frasca, Joe Watras, Paul McGreal, Erin Brown, Kathy Webb

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

Minutes: The minutes of the January 16, 2015, meeting of the Academic Senate were approved with no corrections and two abstentions.

Committee Reports:

APC: E. Mykytka reported in writing that at its last meeting on February 13th, the Academic Policies Committee approved the nomination of Suki Kwon, associate professor of Art & Design, to the CAP Leadership Committee as the representative from the Arts.

The committee is also continuing its development of a proposal that was originally intended to broaden the scope of the existing policy on graduate certificate programs to encompass undergraduate certificates level. Based on feedback received from the Graduate Leadership Council and the academic units, however, a subcommittee of the APC is now working to refocus the proposal on undergraduate certificates only and to more clearly define the characteristics of the certificate programs that would fall under the purview of the new policy.

The most immediate business at hand for the APC is to compile and review the results of the faculty survey relating to the academic calendar that closed out earlier this week. The survey was also shared with representatives of the Student Government Association who used it as a basis for a similar survey being conducted of students. While neither survey should be construed as a referendum, the intent of both is to gather opinions that can serve as important inputs to decisions made by the University in relation to future academic calendars.

E. Mykytka presented the preliminary survey results. More information will be available once the committee has a chance to analyze the data. Survey response rate was very good:

443/844 responses = 53% response rate. He apologized to the University Libraries and the School of Law for inadvertently excluding them from the survey.

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

FAC: H. Gerla reported that the Faculty Affairs Committee will continue 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.

The FAC meets at 11 am every other Friday.

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

Since the January 2015 Senate meeting, the SAPC has been consulting with several groups of chairs and program directors across the university.

The purpose of these meetings has been to gather feedback regarding the latest revisions to the draft policy on academic misconduct. Having completed our initial efforts on the document, and having consulted with the Graduate Leadership Council Executive Committee in January, the SAPC next met with leadership teams of chairs and program directors in the School of Engineering, the College of Arts and Sciences, and the School of Education and Health Sciences. For the School of Business, the draft document was shared with Chairs and Program Directors by Associate Dean Terence Lau, who formerly served on the SAPC, and who was involved in the early drafts of the revised policy.

Rather than detail the suggestions in each individual meeting, the following were the most significant revision suggestions offered:

- Improve document clarity, including the removal of many example situations that might confuse readers (i.e., students and faculty).
- Restructure the appeal process descriptions to make the document more reader-friendly.
- Emphasize that instructors retain authority to identify a lesser consequence (as opposed to maximum penalties) from the start of the misconduct process.
- Emphasize the instructor's responsibility to report academic misconduct.
- Establish consistent procedures independent of the status of the student or point in the academic calendar at the time the incident is identified.
- Acknowledge that grade changes and revocation of awarded diplomas could occur as a result of the identification of academic misconduct.
- Remove the proposed time limit on maintenance of the report in the student file, implying that as long as the student file is maintained the report would remain in it.
- Reduce the breadth of the dissemination of the report.
 - Copies not sent to any specific programs such as the Honors program or Athletics department.

- Statement that the *student's* dean's office would control dissemination per university student academic record policy.
- Reconsider the proposed formation of a Provost's Judicial Review Committee, and simply propose that the Provost constitutes the final stage of the student appeal process

Note: again, this is not an exhaustive list of all of the feedback offered, but it does represent the most substantive suggestions, as well as those with consensus across the various units.

Next Meeting: 23 February 2015 (9:00 a.m. in HM 257). The SAPC plans to review an updated draft of the academic misconduct policy (based on the feedback above) and make any final edits in advance of the March Academic Senate meeting.

ECAS: C. Krane thanked all who attended the joint Academic Senate/Faculty meeting on Friday, February 6th. She also thanked the new members of the UNRC and the Information Literacy task force for their important service. ECAS has reviewed a draft statement on research drafted by Fr. Jim Fitz and provided some initial feedback. This document and a policy on research will come to the Senate for discussion in the future. The ELC reviewed a draft of the university's revised strategic plan at the February meeting.

Announcements:

C. Krane welcomed Kathleen Watters to the Senate as Myrna Gabbe's sabbatical replacement and the graduate students from the School of Education and Health Sciences.

Discussion of Tuition Exchange, Tuition Remission, and Employee Dependent Children Financial Support Policies:

Reference documents: Benefits and Leaves of Absence Handbook for Faculty:

https://www.udayton.edu/hr/resources/documents/handbooks/Faculty_Handbook.pdf

Tuition Assistance (Section 6.4 in the Table of Contents) Tuition Exchange (Section 6.9 in the Table of Contents)

Beth Schwartz (Benefits Manager) provided a timeline of the tuition exchange program (see Appendix A). Kathy Harmon (Asst. V.P. and Dean of Admissions & Financial Aid) provided a handout about the tuition exchange program and the dependent tuition remission benefit (See APPENDIX B). She explained that the exchange program is an agreement between UD and other participating schools to accept a limited number of students from other schools in the program. There is no exchange of funds between the institutions. Tuition is either covered in full or capped at the yearly set rate which is \$33,000 for 2015-16. UD must balance the number of students "exported" with the number of students "imported." UD currently offers 12 spots on our end. For the current academic year, 41 employees submitted an exchange application. HR ranks applicants by length of full time employment then sends to Admission and Financial Aid. The benefit is extended based upon length of full time service. Once the student is offered the benefit on our end, they must apply and be accepted by the other school and the school's tuition exchange program to receive the benefit. Once a student is in the exchange program, the benefit is extended for eight semesters (four years). The employee does not have to reapply each year, but only

one dependent per family in the exchange program at any time. There are currently 23 students from UD in the program. The tuition exchange benefit is available to full-time faculty and staff. For the 2015-16 school year, UD received 117 exchange requests from other schools. Even if the student is accepted by UD, does not mean they will receive offer from other school. In the event of multiple offers, the choice is up to the family. Transfer students are eligible.

Joyce Carter thanked the Academic Senate for providing questions ahead of time. In the summer of 2009, she was asked to benchmark UD's tuition remission benefit against peer schools. UD's benefit was found to be generous in comparison. Senior administration asked her to draft policy changes based upon this information resulting in an increased number of years of employment (2 years to 4 years) to qualify for the benefit. The effective date of this change was January 1, 2010. In the Fall of 2009, the President's Council approved the discontinuation of scholarship funds for dependents. C. Krane asked if there had been any wider consultation. J. Carter said no. L. Hartley asked if this decision had been revisited since 2009. J. Carter said the President's Council had not revisited the decision. S. Gallivan asked for the definition of scholarship. K. Harmon stated that scholarship in this case is defined as "institutional aid." S. Gallivan asked if this included the funds to study for a semester in China. David Darrow and C. Krane expressed concern about dependents in the Honors Program where students have the opportunity to win merit money, but some of the most talented do not get the award because they are dependents. C. Krane stated that the issue should be reconsidered in light of the change in the tuition remission for dependents from 100% to 95%. She stated that dependents should be able to earn merit money to help cover the 5% portion. D. Sanfilippo expressed concern that dependents were unable to participate in some of the most rewarding programs offered such as DC Flyers because they could not afford to pay their own way. When students are asked why they attend UD, these types of formative experiences are often mentioned. R. Crum asked what happened in the past if a student with 100% tuition remission received additional merit funds. K. Harmon stated that the merit scholarship would be applied to the student account and used to cover other costs. Prior to the new transparent tuition program (CARE), all students, including dependents, were charged between 4.2% and 10.5% in fees based on year in school and major. With the new program, all faculty/staff dependents are charged the same (5% of tuition) to cover costs of services, a portion of which were previously covered by fees. K. Harmon stated that the decision was made by the President, the VP for Finance and Administrative Services, and the Provost. See last slide in APPENDIX B for a breakdown of costs for the last several years. K. Harmon stated that everyone was charged more than 5% in the first year. Unlike the transparent tuition program, an employee's share (5%) will go up every year as tuition is raised.

P. Benson stated that the matter of merit scholarship eligibility for dependents was a strategic issue to provide opportunities for the broadest number of students. Currently 95% of students receive some sort of aid and non-dependent students do not have the opportunity for anything close to full aid. In response to a question about the decision to lower the tuition remission benefit, P. Benson stated that the 95% tuition benefit was equivalent to full tuition plus some fees, so it was actually a net increase in benefits. P. Benson identified the following items as benefits of the CARE program: transparency for families to know what they will pay each year, less student debt, and increased ability for lower income students to attend.

Update on University Response to Academic Climate Survey:

P. Benson provided an overview of selected activities across campus in response to the recent academic climate survey (See APPENDIX C for detailed list of activities). He stated that this update was not an end; the issues and activities would be revisited and revised as appropriate. He reiterated that improving the academic climate was an on-going process and that we all share the responsibility for success.

New Business:

C. Krane opened the floor to Senators to bring forward issues for informal discussion. J. Dunne suggested that the Senate request a review/update on the UD China Institute.

The meeting was adjourned at 5:00 pm.

Respectfully submitted by E. Hicks

APPENDIX A

Tuition Exchange Timeline

- Tuition Exchange as an option suggested in 1997 to George Miner (then the Chair of the Academic Affairs Committee of the Academic Senate)
- February 1999- Letter from Tuition Exchange to Charlie Chamberlain (then Director of Human Resources) approving UD's application to join the Tuition Exchange Program
- February 1999, meeting to finalize the policies (Included Pat Palermo, Jim Kelly, Stan Saxton, Charlie Chamberlain, Beth Schwartz, Helen Gross and Mary Ann Dodaro)
- Date unknown but around this timeframe- discussion with the Academic Senate about the new policy
- March 5, 1999 letter sent from Charlie Chamberlain to John Geiger and Pat Palermo outlining the implementation of the Tuition Exchange Policy
- March 19, 1999 letter sent from Charlie Chamberlain to full time faculty and staff announcing the program (at that time 3 exports and imports)
- First cohort of students sent for the 1999-00 academic year
- Late 2000 – HR proposed to modify the eligibility for faculty and staff where both parents were full time employees to permit each parent to sponsor a child with their own years of service
 - Previously only one child per family was permitted to be in the program at the same time
- Increased slots in 2002 to present number of 6 exports and 6 imports

Tuition Exchange Participation requirements for member schools

- Balance requirement – we must balance the number of students we ‘export’ with the number of students we ‘import’.
- There is no exchange of funds between participating institutions.
- Participating institutions establish the amount of the benefit - options include either full tuition or the set rate (15/16 set rate = \$33000).
- Three stages of receiving the benefit for your dependent child:
 - Acceptance for admission at each school to which your child applies
 - Your length of employment at UD
 - Tuition Exchange offer from the school(s) to which your child applies

Tuition Exchange Selection of recipients

- Employees submit application to HR in the fall of each year.
- HR ranks applicants by length of full time employment, sends applications to Admission and Financial Aid.
- We review applicants and extend the benefit to our colleagues, based upon length of full time employment.
- The number of offers exceeds our balance requirement, removing the anxiety of a waitlist for our families.
- EM renews application to continue the benefit each year, for four years (eight semesters) once the student has accepted the TE offer. The parent does not need to reapply to continue the benefit.

Tuition Exchange Five year history, UD faculty/staff

- 2015/16 41 applicants 12 offers start dates from 1979-1995
- 2014/15 20 applicants 12 offers start dates from 1984-2000
- 2013/14 35 applicants 16 offers start dates from 1980-2001
- 2012/13 36 applicants 15 offers start dates from 1977-1996
- 2011/12 25 applicants 12 offers start dates from 1976-1993

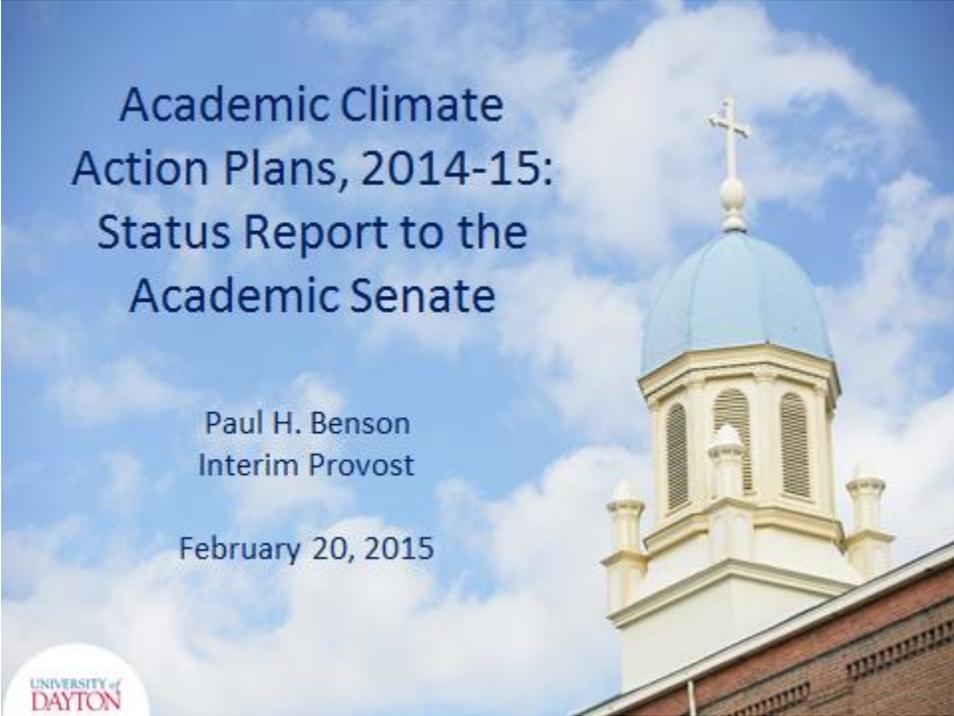
Prior to CARE - tuition remission benefit

- Eligible colleagues received 100 % tuition remission. All were charged fees, which were not covered by the tuition remission benefit. There was no standard cost for fees. The range of the cost of fees was 4.2% - 10.5% of the cost of tuition each year.
- The range of the cost of fees was based upon the year of their dependent student(s) and choice of major. Depending upon these variables, plus fees specific to a class, fees ranged from 4.2% of tuition (BUF only) to 10.5% of tuition (Engineering fee + BUF).
- All were charged the BUF (basic university fee) annually, all charged counseling center, miscellaneous, orientation fees in the first year-exceeding 5% cost of tuition, all charged graduation fee in final year. Variable fees were often charged in the junior and senior year, course fees were variable in cost and specific to a specific class.
- Students majoring in Engineering or other majors with extensive lab requirements were charged additional fees that approached/exceeded 10% of tuition.
- Colleagues and all families often first learned of additional fees when they appeared on their bill.

CARE and tuition remission benefit

- The rationale for CARE is to provide transparency and awareness of the 4 year cost of a UD undergraduate education – to give the family information regarding UD’s investment in each student, potential total student loan debt, federal/state grant eligibility, etc until graduation.
- This full view of costs/investment/debt eligibility is intended to assist all families to make a fully informed decision in choosing UD and reduce the possibility that the family will suffer financially and the student leave prior to graduation.
- Families have three charges for educational expenses – tuition, housing and meals. The costs of services previously covered by fees, did not disappear. The costs of these services and fees were incorporated into one charge – tuition.
- With CARE, all faculty/staff are currently charged the same - 5% of tuition, to cover costs of services for our students, a percentage formerly charged as fees, comparable to what was charged prior to CARE, and in some instances a reduction by half of what was previously charged. The President, VPFA and the Provost made the decision.
- Five year comparison of 100 % tuition remission + fees/95% tuition remission + no fees:

Academic year	Tuition	5% of tuition	Minimum fees	Additional fees, per major per year
2012/13	\$32000	\$1600	\$1780 in first year \$1490 in final year <small>SUP \$ 1400 Counseling Ctr \$ 110 Misc \$ 100 Orientation \$ 170 Graduation \$ 90</small>	Engineering \$ 1970 Labs/clock hr \$ 65 Teacher Ed \$ 229 Course fees, variable ?
2011/12	\$30340	\$1517	\$1680 in first year \$1390 in final year <small>SUP \$1300 Counseling Ctr \$ 110 Misc \$ 100 Orientation \$ 170 Graduation \$ 90</small>	Engineering \$ 1900 Labs/clock hr \$ 65 Teacher Ed \$ 220 Course fees, variable ?
2010/11	\$28700	\$1435	\$1590 in first year \$1310 in final year <small>SUP \$1250 Counseling Ctr \$ 100 Misc \$ 100 Orientation \$ 160 Graduation \$ 90</small>	Engineering \$ 1810 Labs/clock hr \$ 65 Teacher Ed \$ 130 Course fees, variable ?
2009/10	\$27510	\$1375	\$1540 in first year \$1270 in final year <small>SUP \$1180 Counseling Ctr \$ 100 Misc \$ 100 Orientation \$ 160 Graduation \$ 90</small>	Engineering \$ 1740 Labs/clock hr \$ 65 Teacher Ed \$ 130 Course fees, variable ?
2008/09	\$26200	\$1310	\$1490 in first year \$1210 in final year <small>SUP \$ 1130 Counseling Ctr \$ 100 Misc \$ 100 Orientation \$ 160 Graduation \$ 90</small>	Engineering \$ 1660 Labs/clock hr \$ 65 Teacher Ed \$ 130 Course fees, variable ?



Academic Climate Action Plans, 2014-15: Status Report to the Academic Senate

Paul H. Benson
Interim Provost

February 20, 2015

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Academic climate plans: Overview of progress

- President Curran’s “commitment to **open, transparent communication and responsive action** . . . throughout all levels of the University.” (Oct., 2014 letter)
- Deans, VP for Research, and Provost’s office have spurred a high level of activity, with many components of units’ action plans already in place or in implementation
- In the coming year, will need to evaluate which of the newly established processes and programs have meaningful impact and where more attention needs to be directed

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Provost-level diversity and inclusion initiatives

- Discussed at February 6 faculty meeting:
 - Augmented financial aid, recruitment, and student-success support for domestic students of color
 - “Creating Inclusive Communities” initiative
 - Implementation of selected recommendations of Fall, 2013 Inclusive and Intercultural Excellence report
 - Faculty research consultancy on women, equity, and climate

School of Business Administration

- Enhanced processes for faculty and staff communication, for instance through a bi-weekly “SBA Info” e-mail update, which includes an overview of Academic Senate business
- SBA Faculty Affairs Committee has been established, populated, and charged. It is working on a “faculty qualifications” policy, as mandated by the AACSB in 2013.

School of Education and Health Sciences

- Expanded communication with faculty and staff through weekly newsletter
- Administered needs-assessment survey of faculty who teach on-line; support is being developed to address identified needs
- Process for awarding GAs is being revised, based upon faculty input
- Dean Kelly has prepared detailed budget presentation, with 6-year data set, and has begun reviewing the financial state of the SEHS with Exec. Committee of the Congress and academic departments
- SEHS Leadership Team will participate in day-long “Crucial Conversations” workshop this term

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School of Engineering

- Unit-wide strategic planning process is underway, with 10 planning teams in place. Planning areas to be addressed include: resources; communications; diversity; performance metrics; and faculty and academic leadership development.
- Improved processes for budgeting and classroom scheduling are being implemented
- Academic Leadership Council has been expanded with more inclusive faculty/staff representation
- Systems for improved supervisor training and accountability are being established
- Part-time faculty and staff are invited to all SoE activities

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College of Arts and Sciences

- Created anonymous on-line feedback process, linked to Porches
- Adopted on-line project management system to coordinate information with faculty and staff on various College projects
- Has consulted actively on major committee appointments and procedural decisions, e.g., performance review system for staff
- New Committee on Equity and Leadership Development will convene in March
- Together with LTC, the College will host acclaimed leadership consultant Sally Helgesen (March 23-24)

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School of Law

- Dean meets monthly with an elected Dean's Faculty Advisory Committee and also meets periodically with a Dean's Staff Advisory Committee
- Dean's Report is being given at each monthly faculty meeting in order to improve communication
- Processes for making administrative appointments in the Dean's office have been improved
- Dean McGreal writes a column for the school's weekly e-newsletter, which is sent to all faculty, staff, and students

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University Libraries

- New processes are being implemented to examine procedures for staff reclassification and faculty promotion
- Faculty are considering adding new criteria to the Libraries' promotion and tenure policy
- A training program to address difficult conversations, conflict management, and constructive criticism is being developed
- A task force has been convened to examine a revised orientation process for new hires
- An on-line service for anonymous feedback to the Dean will be linked to Porches
- Professional development training in Servant Leadership will be given to all supervisors later in the year. All supervisors will undergo developmental reviews in the coming two years.

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UD Research Institute

- Working with Campus Ministry to create a lunch-time professional development program about applying Marianist values in the workplace
- Established anonymous, on-line feedback system. Employees also are encouraged to share serious concerns about supervisors with senior UDRI administration.
- Work on design of new orientation and training systems will begin next year
- Consulting with Human Resources and Center for Leadership to identify appropriate training programs for supervisors regarding performance evaluation

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Other areas reporting to the Provost

- Consulting with Human Resources and the VP for Mission and Rector's office to infuse all UD leadership development programs with deeper education about Marianist values
- Creating process for staff who participate in the mission-based staff retreat each summer to disseminate insights
- Working to address understaffing in particular areas
- Planning additional workshop for supervisors on ways to resolve workplace conflicts
- Examining on-line process for receiving anonymous feedback or complaints

Title IX Campus Assessment (Nov/Dec. 2014)

- Final data are being submitted by ModernThink to the Title IX Coordinator, David Sipusic, from the unlawful discrimination campus assessment administered on Nov. 24 – Dec. 12, 2014
- Faculty and staff response rates to the assessment appear to have been healthy: 230 full-time faculty and 41 part-time faculty; 554 full-time staff and 27 part-time staff
- Data will be reported for review and discussion with faculty and staff before the end of Spring Term

A matter of on-going, shared responsibility . . .

- We must continue to evaluate and reflect upon what progress is being made in our efforts to improve our academic climate and realize more fully our core institutional values
- And we must continue to identify areas in need of additional attention, study, and action

These are collective responsibilities to which all of us must contribute, based upon our particular roles, and for which all of us must take accountability.

“... Preserving basic values is a collective enterprise.”

Derek Bok, *Higher Education in America* (2013), p. 74