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2016-02-19 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Academic Senate Meeting
Approved Minutes
19 February 2016
Carissa Krane, President

Attending:

Senators: Benson (Interim Provost), Biswas, Daprano, Dingle, Dermusoglu, Edmonson, Eustace, Foust, Gabbe, Goodman, Haus, Hicks, Holcomb, K. Kelly, Kelsch, Krane (President), Krug, Lahoud, Mashburn, Merithew, Picca (Vice President), Rojas, Rush, Santiago, Seielstad, Slade (Secretary), Smith, Spaulding, Valenzano, Watkins, Webb, Whitaker, Wu, Zhang

Guests: Scott Schneider, Ed Mykytka, Linda Hartley, Carolyn Phelps, Cilla Shindell, Mike Krug, Sue Krisko, Steve Wilhoit, Sue Wulff, Chris Agnew, Paul Vanderburgh, Bill Fischer, Susan Brown, David Wright, Catherine Mix, Rebekah Lawhorn, Patty Alvarez, R.P. Blust, Denise Platfoot Lacey

1. Opening Prayer: Joe Mashburn
2. Minutes of 22 January
   a. Approved by unanimous consent
3. Announcements
   a. Driver Certification Policy
      i. Questions can be addressed to Andy Horner and Robin Oldfield and they will respond to those.
4. Faculty Development Team: Academic Integrity
   a. Presentation by Rebecca Blust and Denise Platfoot-Lacey
      i.
5. Student Success and Persistence Team: Update on Student Success Network and Fostering Student Success Day
   a. Presentation by Bill Fischer, Becki Lawhorn, Linda Hartley
      i. Fostering Student Success Day is 12 May 2016 in the morning and afternoon; more information is coming.
      1. Questions
         a. Is there a boilerplate email that SSN sends to students with a faculty signature?
            i. Yes, for attendance concerns; No, when a flag is chosen that only reports to the network without notifying the student.
            ii. The boilerplate language is under revision.
         b. Can SSN be linked to Isidore?
            i. This is under development.
1. SSN can be brought into Isidore without its full integration.

c. What is the response from students on the SSN and in particular the kudos?
   i. Anecdotally, student response indicates that students like the positive reinforcement of the kudos.

d. How did the SSPT develop the goals, particularly around African American Males?
   i. By assessing the data of retention of particular populations

e. Where does faculty feedback come from and what are the mechanisms to get it?
   i. Faculty response has come from forums and direct email to Aaron Witherspoon and Becki Lawhorn.

f. What happens when a flag is sent?

6. Creation of the Department of Electro-Optics and Photonics
   a. Presentation by Joe Haus
      i. Questions
         1. What is the current governance structure of the EO Program?
            a. It operates as it were a free-standing department.

      ii. Motion of the Academic Policies Committee
         1. Motion carries: 31-0-1

7. Merger of the Departments of Engineering Management and Systems with the Department of Engineering Technology
   a. Presentation by Ed Mykytka and Scott Schneider
      i. Questions:
         1. What percentage of faculty are tenure lines? Are any of the 18 voting non-tenure line?
            a. Yes, 1 non-tenure line.

      ii. Motion of the Academic Policies Committee
         1. Motion carries: Unanimous

8. Committee Reports:
   a. SAPC:
      i. Reviewed the Course Retake Policy; no charge and no meeting scheduled.
   b. APC: We have met every week this term.
      i. Review of the SOE proposal for creating the Department of Electro-Optics and Photonics
      ii. Review of the SOE proposal for merging the Department of Engineering Management and Systems with the Department of Engineering Technology
iii. Review of the School of Business proposal for creating a Masters of Professional Accountancy
iv. Drafting a revision of the Course Retake Policy (March Agenda)
v. We have begun work on the CAPC 2 year report and will begin deliberating recommendations in the coming weeks. Our goal is to improve CAP as a program, and the interface faculty have with it in the ways we can at this early stage of its rollout. We plan to do the following:
   1. Discuss the assessment processes and procedures inherent in an outcomes driven curriculum like CAP.
   2. Discuss areas of the CAP document that have created confusion and issue clarifications to the CAP-C

c. FAC:
   i. approved the clinical faculty titles and were preparing to create a document on those changes, as well as the courtesy titles, to circulate to the deans.
   ii. We also gave feedback on the development of policy for the plan to given three-year renewable letters of appointment to lecturers.

d. ECAS:
   i. Still considering the charge to the committee on the constitution of the Senate
   ii. Consultation with Troy Washington and Lisa Sandner on a draft policy on promotion of staff.

Adjourned

Andrew Slade, Secretary
Central question

- Focus for Faculty Development Committee this year:
  - Academic integrity

What strategies could the University adopt to promote academic integrity in every corner of the institution?

Emerging themes in FDC research

Academic integrity...
- is broader than plagiarism
- is not just a student issue but also involves faculty, staff, and administrators
- is a community value, responsibility, obligation, and expectation
- is not a topic that can be "covered" in isolated curricular and co-curricular experiences

University policies exist regarding academic integrity (Academic Honor Code, Policy on Misconduct in Research and Scholarship, etc.) but are neither broadly understood nor appreciated

Strategies under consideration

1. Leadership supports and sustains emphasis on academic integrity
   - Launch a broad communication campaign to raise awareness and to showcase resources
   - Audience includes faculty, staff, students, parents, and alumni
   - Definition of "academic integrity" drawn from Academic Honor Code and university foundational documents

2. Create an academic integrity Web portal
   - Links new and existing resources for internal and external audiences
   - Resides on Office ofProvost Website
   - Positively states value and meaning of academic integrity at UD
   - Simulates reflection and conversation: "What strategies could the University adopt to promote academic integrity?"

3. Provide professional development resources for faculty and staff
   - Create learning environments that foster positive behavior by holding Campus Conversation sessions, Workshops and Reading Groups
   - Understanding and reacting to different cultural norms
   - Develop best practices in pedagogy and assessment
   - Address the special needs of online learning
   - Provide "just-in-time" training and resources
   - Offer confidential consultations
   - Involve LTC staff and FDC to department meetings/meetings

4. Grow awareness and understanding of academic integrity by students and parents
   - Develop shared resources
   - Promote positive expressions of integrity and character
   - Profile students’ explanations of what academic integrity means to them
   - Leverage existing resources:
     - e.g. University Libraries academic integrity research guide: http://libguides.udayton.edu/honors/academicintegrity

Example...

Campus Conversations Session:

- Facilitated by
  - K. Van, Office of Learning Resources, ALC
  - Michelle Boston and Michelle Taggart, Intensive English Program, Center for International Programs
  - 12:30 – 1:45 pm Tuesday, February 23, KU 310
  - www.udayton.edu/ftc/development/campus_conversations.php

Seeking your input

- Contact your FDC representative
- Send your feedback and questions to FacDev@udayton.edu
Overall Focus for 2016

- Continue to engage faculty, staff, and students in support of student success, informed by our Catholic and Marianist foundation
- Share information across campus so that we can intervene as early as possible with students
- Assess what successful retention efforts are in place across campus and how we can collaborate
- Encourage further adoption of the Student Success Network

Data Goals for 2016

- Conduct a deeper analysis of the patterns of success and departure for sub-populations:
  - African-American male students
  - Conditionally admitted students
  - Internationally students
- Respond to data questions and emerging trends inquired of SSPT

More information on SSPT

- Purpose and Charge of our Team
- Annual Reports
  - https://www.udayton.edu/provost/sspt.php

Who is SSPT?

- Colleagues from across campus committed to discussion and action towards this work
- Representatives from across campus:
  - Academic Units (A&L, Business, Engineering, SEHS)
  - Enrollment Management & Marketing
  - InfoHub/Research
  - Provost Office
  - Student Development

Metrics — how do we compare?

UD: 91%
- Miami University: 88%
- Marquette: 88% (all)
- Virginia: 96%

More information on SSPT

- The Student Success Network (SSN)
  - What is the Student Success Network?
    - A tool to:
      - Improve communication and support students
      - Faculty in a unique position to see student progress or lack thereof
      - Instructors and advisors support offices concerned about a student
      - Academic advisors, dean’s offices, and others view a student
      - Students are contacted and offered assistance
  - www.udayton.edu/ssn
Fostering Student Success Day

- Faculty and staff are invited to explore the following:
  - How do you define 'success' as it pertains to your work on campus?
  - How does your work contribute to student success (and retention)?
  - How do you use data to identify areas that are working and those that need more attention?

- Thursday, May 12th from 9:00 am – 2:30 pm
- LTC Studio and Forum

- Individuals can register for all or a portion of the day's events:
  - Speakers
  - Concurrent sessions
  - Consultation session
  - Lunch workshop

Morning Speaker: "Each Student Counts: A National View of Success, Retention and Persistence (and why it matters at UD!)

- Presented by Dr. Molly Schaller, Associate Professor, College Student Personnel and Higher Education Administration

To gain access to the SSN:
- Porches > Faculty > Faculty Tools > Student Success Network

For more information:
Udayton.edu/success/student_success_network/index.php

Further questions? Contact Becki Lawhorn (rlawhorn1@udayton.edu) or Aaron Witherspoon (awitherspoon1@udayton.edu)