

2-19-2016

## 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

## Academic Integrity: Update from the Faculty Development Committee

Committee members:  
Denise Plafoot—Lacey (School of Law) Rebecca  
Blust (School of Engineering)

Academic Senate Meeting – February 19, 2016

### Central question

- Focus for Faculty Development Committee this year:

Academic integrity

- Identified as a priority by many faculty in earlier FDC discussions on “emerging issues in faculty work—life”

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

### Strategies under consideration

#### 2. Create an academic integrity Web portal

- Links new and existing resources for internal and external audiences
- Resides on Office of Provost Web page
- Positively states value and meaning of academic integrity at UD
- Simulates reflection and conversation:  
“In what ways should students/faculty/staff/administrators exhibit academic integrity?”

### Strategies under consideration

#### 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 on...
  - Understanding and responding to different cultural norms
  - Develop best practices in pedagogy and assessment
  - Address the special needs of online learning
- Provide “just-in-time” training with online videos
- Offer confidential consultations
- Invite LTC staff and FDC to department meetings/retreats

### Example...

Campus Conversations Session:

#### ACADEMIC INTEGRITY

Facilitated by:

Ya You, Office of Learning Resources, LTC  
Nichole Lucas and Nicholas Taggart, Intensive English Program,  
Center for International Programs

12:30 – 1:45 pm Tuesday, February 23, KU 310

[www.udayton.edu/ltr/development/campus\\_conversations.php](http://www.udayton.edu/ltr/development/campus_conversations.php)

### Strategies under consideration

#### 4. Grow awareness and understanding of academic integrity by students and parents

- Develop shared resources
- Promote positive aspirations 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/teachacademicintegrity>

### Seeking your input

- Contact your FDC representative
- Send your feedback and questions to [FacDev@udayton.edu](mailto:FacDev@udayton.edu)

#### Faculty Development Committee 2015–16

Janet Bednarek, History  
Deb Bickford, A&L/LTC Rebecca Blust,  
Engineering Technology Jennifer  
Brancato, University Libraries Susan  
Brown, LTC  
Malcolm Daniels, Electrical & Computer Engineering  
Shannon Driskell, Mathematics  
Tracy Harmon—Kiser, Management and Marketing  
Elizabeth Harrison, Office of Learning Resources/LTC  
Jan Herrelko, Teacher Education Sawyer  
Hurley, A&L Assistant Provost for CAP  
Michelle Pasko, Political Science  
Denise Plafoot—Lacey, School of Law Molly  
Schaller, Counselor Education & Human Services Steve  
Wilhoit, English/LTC David  
Wright, Biology/LTC

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### What is SSPT?

- Student Success and Persistence Team
  - Created in 2011 around the purpose of recommending and promoting strategies of success
- Charge:
  - The Student Success and Persistence Team is charged with recommending and promoting strategies that will increase undergraduate student success and persistence from term to term and ultimately graduation. Two of those measures will be the first to second year retention rate, and the six year graduation rate. The team will provide annual reports/updates to the Provost and the Provost Council on progress toward goals.

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### Who is SSPT?

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

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### Overall Focus for 2016

- Continue to engage faculty, staff, and students in supporting student success, informed by our Catholic and Marianist foundation
  - Belief that everyone contributes to student success
- Sharing of 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

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### 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
  - Internal students
- Respond to data questions and/or emerging trends inquired of SSPT

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### Metrics -- how do we compare?

Notre Dame: 98%  
Boston College: 95%  
Lehigh: 94%  
Villanova: 94%

**UD: 91%**

Miami University: 90%  
Marquette: 89% Saint  
Louis: 89% Xavier:  
85%

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### More Information about SSPT

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

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STUDENT SUCCESS NETWORK

**The Student Success Network (SSN)**

Becki Lawhorn – Director of Student Success Aaron Witherspoon  
– Asst. Dean for Student Success, College of Arts & Sciences

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STUDENT SUCCESS NETWORK


**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 notify advisors and support offices re concern about a student
  - Academic Advisors, Dean's Offices see holistic view of a student
  - Students are contacted and offered assistance

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**STUDENT SUCCESS NETWORK**




**What Is The Student Success Network?**

A tool to:

- Provide readily available information for students
  - Instructor and advisor communications
  - Classes, instructors, advisors, to-do items
  - Links to university support services
  - Interventions such as referrals and recommendations
  - Positive feedback




**STUDENT SUCCESS NETWORK**




First effort: encourage faculty use of SSN

Usage in Fall 2015

- **341** unique faculty participants in the student progress checkpoint survey
- **426** attendance concerns raised (up 82% over previous early alert system)
- **1,269** other academic concerns raised (up 40%)
- **PLUS 4,003 KUDOS!**




**STUDENT SUCCESS NETWORK**




**Adoption Challenges**

- Need broad participation---the need for engagement extends beyond any individual faculty member/class
- Barriers include need for:
  - More training opportunities
  - Improved ease of use




**STUDENT SUCCESS NETWORK**




**Training Challenges**

1. Attendance at training sessions relatively low
2. Users can benefit from consultations

**Response:** Expanded variety of training opportunities




**STUDENT SUCCESS NETWORK**




**Ease of Use Challenges**

1. Confusion around system features, like flags
2. Need for clarity on the processes

**Solutions:** faculty feedback guiding system improvements; improving system-generated messages to clarify what happens next




**STUDENT SUCCESS NETWORK**



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

**For more information:**  
[Udayton.edu/success/student\\_success\\_network/index.php](http://Udayton.edu/success/student_success_network/index.php)

**Further questions?** Contact Becki Lawhorn ([rlawhorn1@udayton.edu](mailto:rlawhorn1@udayton.edu)) or Aaron Witherspoon ([awitherspoon1@udayton.edu](mailto:awitherspoon1@udayton.edu))



**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 12<sup>th</sup> 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 sessions
  - Lunch workshop
- Morning Speaker: "Each Student Counts: A National View of Success, Retention and Persistence (and why it matters at UD)"
  - Presented by Dr. Nelly Schaller, Associate Professor, College Student Personnel and Higher Education Administration

