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2017-01-20 Minutes of the Academic Senate

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Approved Minutes
Meeting of the University of Dayton Academic Senate
20 January 2017
Kennedy Union Ballroom, 3:30-5:30 pm.
Joseph M. Valenzano III, President

Present: Jason Pierce, William Trollinger, Joel Whitaker, Joe Valenzano, Caroline Merithew, John Goebel, Todd Smith, Carissa Krane, Shuang-ye Wu, Minh Ho, Lee Dixon, Jeanne Holcomb, Rebecca Wells, Matthew Peters, Kevin Kelly, Corinne Daprano, Phil Anloague, Elizabeth Kelsch, Eddy Rojas, Charles Edmonson, Markus Rumpfkeil, Deo Eustace, Andrew Strauss, Andrea Seielstad, Dori Spaulding, Emily Hicks, Mateo Chavez

Absent: James Robinson, Laura Leming, Elizabeth DeLamatre, Jim Dunne, Jeffrey Zhang, Mark Jacobs, Mary Kay Kelly, Ben Bonne, Kathy Webb, Ann Biswas, Amy Krug, Paul Benson

Guests: Carolyn Phelps, Candise Powell, Dave Dun, Jim Farrelly, Kim Trick, Jack O’Gorman, Paul Vanderburgh, Kurt Jackson, Sean Gallivan, Stephanie Shreffler, Meg Barkley, Susan Wulff, M. E. Dillon, Heidi Gauder, Sawyer Hunley, Deb Bickford, Fred Jenkins, Fran Rice, Rodney Chatman, Nick Orrill, Mike Krug, Hector Escobar

1. Opening Prayer: Dori Spaulding
2. Minutes of 9 December 2016
 - a. Approved with correction by unanimous consent.
3. Principles of Marianist Leadership and Community
 - a. Steven Neiheisel presenting
 - b. How do we integrate Marianist values into leadership practice and how do they align with contemporary research?
 - c. Four essential, non-negotiable Marianist Core Leadership Values
 - i. Consultation & Collaboration
 - ii. Discipleship of Equals
 1. Priests and Brothers are equal
 - iii. Adaptation & Change
 - iv. Community in Permanent Mission
 1. Seen as both a means and an end
 - d. There was a brief Q & A
 - e. He is available to have discussions with groups
4. Clinical Faculty Promotion Policy Discussion
 - a. Andrea Seielstad presenting
 - i. Changes made based on previous discussions were reviewed
 - ii. A brief Q & A followed

- iii. FAC will meet next week (January 27th) to finalize the document
- 5. Information Literacy Task Force Report
 - a. Heidi Gauder presenting
 - b. See Appendix A for further information
 - c. A brief Q & A followed
- 6. Emergency Preparedness at UD
 - a. Chief Rodney Chatman presenting
 - b. UD's preparedness for incidents such as an "active shooter" was reviewed; "Run, Hide, Fight"
 - c. Presentation was an abbreviated version of a several-day training workshop
 - d. A campus drill will occur sometime in February
 - e. Training and other types of presentations are available for campus groups, including student groups
 - f. A brief Q & A followed
- 1. Committee Reports
 - a. Submitted in writing (See Appendix B)

Respectfully submitted,

Emily Hicks, Secretary to the Academic Senate 2016-2017

Information Literacy Task Force



REPORT TO ACADEMIC SENATE

JANUARY 2017

Information Literacy Taskforce



Heidi Gauder, Sawyer Hunley, Don Pair/Danielle
Poe, Andy Slade, Jon Hess/Joe Valenzano

Background

- **1999: Academic Senate created “University General and Graduation Competency Program”**
 - 4 competencies: Information literacy, Quantitative reasoning, Reading & writing, and Oral communication
- **Information literacy competency outlined 2 levels of skill development: general & graduation**
 - General level: Roesch Library & English Dept collaboration
 - Graduation level: Each department responsible for defining competencies

Recent Landscape

- **Common Academic Program: specific courses include Quantitative reasoning, Reading & writing and Oral communication outcomes**
- **Information Literacy Taskforce: charged with making recommendations to ensure the intentional incorporation and assessment of information literacy throughout the undergraduate curriculum.**

Information Literacy as Competencies



From an outcomes-based perspective, the information-literate students will be able to

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

The Association of College & Research Libraries Information Literacy Competencies for Higher Education

Information Literacy as a Framework



Conceptually speaking, students will understand that

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

The Association of College & Research Libraries Framework for Information Literacy in Higher Education

Why Value Information Literacy?



“Post-truth”

[Oxford English Dictionary 2016 word of the year]

Also,
Stanford [study shows](#) that students unable to judge credible information online
and
ITHAKA [survey indicates](#) faculty interest in supporting students and their
competencies and learning outcomes shows signs of surging

Task 1



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

Known information literacy intersections within CAP



CAP Components	Scholarship		
	Introductory	Expanded	Advanced
Humanities Commons			
ENG 200H: library session & tutorial	X		
ASI 120: library session & tutorial			X
<i>HST103 (beta): tutorial</i>	X		
Communication			
CMM 100: tutorial	X		
Social Science			
SSC 200: library session		X	
Second Year Writing Seminar			
ENG 200: library session & tutorial		X	
Natural Sciences			
<i>BIO152L (beta): tutorial</i>	X		

Recommendations based on existing outcomes



Ensure that information literacy outcomes remain present in the Common Academic Program

Tie existing information literacy structures to specific CAP courses and outcomes

Consider whether additional opportunities for information literacy outcomes exist in the CAP curriculum

Task 2



- *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 Survey Respondents



Art and Design
Communication
Economics/Finance
English
Geology
Global Languages and Cultures
Health & Sport Science
History
Management and Marketing

Mathematics
Mechanical Engineering
Music
Philosophy
Political Science
Religious Studies
Sociology, Anthropology, Social Work/ Criminal Justice
Teacher Education
Theatre

Information Literacy

The Information Literacy task force, which was convened by the Academic Senate, has been asked to make recommendations to ensure the intentional incorporation and assessment of information literacy throughout the undergraduate curriculum. We are seeking to determine the extent to which information literacy is already incorporated and assessed within departmental course offerings.

As department chair, your participation in the survey is greatly appreciated.

Information literacy, as defined by the American Library Association, is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

* Required

Your Department *

What information literacy skills do your majors need in order to be successful in upper level courses in the major, including Capstone courses?

Survey defined
information
literacy in
terms of
outcomes-
based activities

Q1: How does your department help students acquire information literacy skills?



- Small number of departments deliberately scaffold information literacy skill acquisition throughout program(s).
- Many departments have identified one or two courses where students receive information literacy instruction relevant to their major.
- Rest of respondents rely on variety of approaches for information literacy skill acquisition

Q1: How does your department help students acquire information literacy skills?



Acquired via

Specific courses	8
Discipline-specific information sources	3
Individual basis	3
Scaffolded throughout program	3
Assignments	2
Syllabus information	2
Instruction in another discipline	1
Library collaboration	1
Textbook	1
Grand Total	24

Q2: What information literacy skills do your majors need in order to be successful in upper level courses in the major, including Capstone courses?



- Most important skills center around accessing information effectively & efficiently
 - Navigating databases, keyword searching, library wayfinding, locating discipline-specific sources
- Also important: evaluating sources & using sources ethically

NOTE: a number of respondents used the outcomes-based information literacy definition that was included on the survey to identify relevant skills. Others used own terms that were coded up to the information literacy definition for consistency; respondent terms are listed underneath the separate information literacy components.

Q2: What information literacy skills do your majors need in order to be successful in upper level courses in the major, including Capstone courses?

Determine the extent of information needed	4
Access the needed information effectively and efficiently	16
Database navigation and selection	4
Engage with discipline-specific resources (ex: refereed journal articles, secondary data sources, primary documents)	3
Keyword searching	1
Library wayfinding	2
Evaluate information and its sources critically	10
Incorporate selected information into one's knowledge base	3
Use information effectively to accomplish a specific purpose	6
Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally	9
Other	
Discipline-specific literacies	2
Finding and assessing appropriate publication outlets	1
Grand Total	61

Q3: What assistance is needed to help your department articulate discipline-specific information literacy skills or help your students acquire information literacy skills? Are there ways the Information Literacy task force can help with these items?



- Undergraduate training
 - Including library instruction, targeted help during specific undergraduate years, workshops on certain topics
- Faculty training
- Open to ideas / More time to consider
- Everything fine at the moment

Q3: What assistance is needed to help your department articulate discipline-specific information literacy skills or help your students acquire information literacy skills? Are there ways the Information Literacy task force can help with these items?

Library instruction	3
Faculty training	2
Open to suggestions	2
Need to consider more fully	3
None at the moment	3
Information literacy not big component of discipline	1
Specific feedback	
3rd and 4th year instruction	1
First-year instruction	1
Copyright & fair use workshops.	1
Plagiarism education.	1
Information technology education	1
Locating and understanding value of peer reviewed literature	1
SSC200 courses	1
Grand Total	21

Recommendations based on Survey Results

- Articulate a campuswide definition of information literacy
- Curriculum mapping for information literacy within departments and programs: what are the key courses for information literacy, especially for the major, during a student's career at UD?
- Tutorials on copyright, fair use; plagiarism education workshops

Task 3



- *Make recommendations on an assessment plan for evaluating student information literacy proficiency at beginning, middle and advanced levels.*

Recommendations



- **Consult with CAPC and other University groups regarding how information literacy assessment is accomplished**
 - How will courses continue to improve information literacy through assessment?
- **Follow up in a couple years to see how information literacy learning is implemented across campus**

Questions?

Thank you.

Appendix B

APC Meeting minutes

January 27, 2017

respectfully submitted by Markus Rumpfkeil, chair APC

Present: Dixon, Rumpfkeil, Analogue, Trollinger, Peters, Dunne, Wells, Bickford

Agenda Items:

1. Minutes from November 15th and December 13th approved
2. Undergraduate Certificate in Applied Creativity for Innovative Transformation

Some discussion mostly evolving around the rigor of the UDI courses which are part of the certificate. A motion for APC's approval to move this proposal to the full senate was made and second. APC members unanimously approved.

3. Short discussion about the new ECAS charge "Fact Finding on Experiences with Post-Tenure Review Policy". We will discuss strategy how to go about this at our next meeting.

SAPC Meeting Minutes (Unapproved)

December 5, 2016

12:20-1:10

KU311

In attendance: Jeanne Holcomb, Myrna Gabbe, Chuck Edmonson, Dori Spaulding

Guest: Kristen Keen

1. Discussion centered on the work of sexual assault prevention efforts, including Green Dot training and bystander intervention
2. GreenDot Faculty Toolkit
3. Presentations to NSO and ASI classes

December 15, 2016

10:30-11:30

SM 113b

In attendance: Jeanne Holcomb, Dori Spaulding, Mary Kelly, Todd Smith, Andy Strauss

Guest: Larry Burnley

1. Emerging priorities will likely be announced in Spring
2. Current thoughts:
 - a. Need to focus on three year plan, including comprehensive assessment
 - i. What is informing recommendations? Need for data-driven, best practices
 - ii. How do we consider three key questions: what are we doing, how well are you doing it, and how do you know?
 - iii. Need to gather data from climate survey that captures experiences of people from diverse backgrounds
 - b. Need to build institutional infrastructure, capacity
 - i. Development of “diversity council” or committee
 - ii. Webpage development to facilitate communication
 - iii. Need to develop greater efficiency and synergy
 - c. Need to develop comprehensive strategic plan relating to diversity, equity, and inclusion

ECAS Report

Submitted by Joe Valenzano

ECAS met twice in January. We continued to discuss the Clinical Faculty Promotion Policy, met with Jeanne Holcomb, chair of SAPC to discuss progress on that committee's charge, and assigned a charge to the APC regarding fact-finding on how the post-tenure review policy is being implemented.

FAC Report

Submitted by Andrea Seielstand

The FAC had nothing new to report since the Clinical Faculty promotion policy.