

10-19-2018

2018-10-19 Minutes of the Academic Senate

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University of Dayton. Academic Senate, "2018-10-19 Minutes of the Academic Senate" (2018). *Academic Senate Minutes*. 146.
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Approved Minutes
Meeting of the University of Dayton Academic Senate
October 19, 2018
Kennedy Union Ballroom, 3:30-5:30 p.m.
Corinne Daprano, President

Present: Joanna Abdallah, Paul Benson, James Brill, Leila Chamankhah, Anne Crecelius, Corinne Daprano, Neomi DeAnda, Mary Ellen Dillon, Lee Dixon, Sam Dorf, Shannon Driskell, Jim Dunne, Deo Eustace, Brad Hoefflin, Mark Jacobs, Kevin Kelly, Suki Kwon, Noah Leibold, John Mittelstaedt, Leslie Picca, Jason Pierce, Eddy Rojas, Markus Rumpfkeil, Andrea Seielstad, Todd Smith, Andrew Strauss, Tereza Szeghi, Diandra Walker, Lynne Yengulalp

Absent: Aaron Altman, Sanders Chang, Myrna Gabbe, Rowen Gray, Laura Leming, Willow Lopez, Fran Rice, Connor Savage, Kathy Webb, John White

Guests: Chris Agnew, Amy Anderson, Deb Bickford, Lisa Borello, Tonya Breymier, David Claiborne, Becky Cook, Tyler Dunham, Jim Farrelly, Carolyn Phelps, Julia Randel, Denise Rojas, Thomas Skill, Eric F. Spina

1. Opening Prayer/Meditation: Neomi DeAnda
2. Minutes of 14 September 2018
 - a. Approved without objection
3. Committee reports (reports are appended)
 - a. APC – Anne Crecelius
 - b. FAC – Mark Jacobs
 - c. SAPC – Lee Dixon
 - d. ECAS – Corinne Daprano
4. Presentation on Women’s Center Initiatives by Lisa Borello. (Presentation is appended.) Discussion followed.
5. Presentation on the meeting of the Board of Trustees by Provost Paul Benson. The Provost reported that ten new trustees joined the board, including some Marianists, as required by the charter. Two were returning to the board, having served previously but with an absence. The new trustees received extensive training and were installed at an on-campus ceremony. This was the first time a ceremony like this has taken place.

The Provost summarized the presentations given to the board of trustees and the committee and subcommittee meetings, including campus ministry, enrollment, retention, graduation rates, academic initiatives, campus initiatives, financial reports, facilities, academic affairs, faculty/student ratio, faculty hiring, CAP, law school, graduate programs, equity and inclusion, accreditation, and the comprehensive fundraising campaign and its goals for financial giving, participation, and engagement. There was also a student presentation on the investment portfolio.

Discussion followed, and the Provost provided additional details on the faculty/student ratio in light of new programs (some graduate), catch-up for recent larger student admissions, more full time faculty, and some strategic hires. The Provost also summarized the existing projects from the facilities and finance meetings: the performing arts center, the arena, Chaminade Hall, Adele Center, On Main, and the Arcade.

6. Presentation on Academic Senate work in progress and current University Initiatives by Corinne Daprano. (Presentation is appended.) Following the presentation, the Senate discussed priorities and consultation in small groups.

The overall feedback from the small group discussions was that there is a lot of work being done and that the work represents a large investment of time for the members of the academic senate. However, the members of the Senate believed that it was all necessary work and that the Senate should be involved. Many members of the Senate were appreciative of the list provided and the descriptions as it helped them to be better informed.

Many members of the Senate expressed a desire for better communication on these initiatives and that the initiatives include timelines and anticipations for any future Senate action. There was a desire to be forward thinking with better communication of things on the horizon. All of the initiatives have faculty representation, but not all of those faculty members are members of the Senate. It was recommended that effective communication with the Senate be established for the task forces that do not have Senate representation. One subgroup commended the Provost for his communication of initiatives coming from the Provost's office and thought that could serve as a good example for communication. A member of the gallery asked the Senate to pay attention to making policies consistent and believed that all work done should come before the Senate to help ensure consistency.

The discussion of priorities yielded different opinions from the five subgroups, with one group stating that almost all initiatives are important enough that they should bring a report to the full Senate. All subgroups stated that the work from these initiatives should be presented to the Senate

at some level, from a report to ECAS, to a discussion with a subcommittee, to a report and discussion with the full Senate. One subgroup believed that all of the initiatives should be presented to ECAS, and then ECAS should decide where it should go from there. The Provost reminded us that the full Senate would need to discuss anything that has direct policy implications, such as the Transfer Credit Policy and the University Promotion and Tenure Policy.

The initiatives that were ranked most highly by the largest number of subgroups are (not necessarily in this order):

1. The University Promotion and Tenure Task Force
2. The Merit Task Force
3. The Strategic Vision Steering Committee
4. The Transfer Credit Task Force

After discussion, ECAS members thanked the Academic Senate for the feedback, stating it would be valuable for them to plan and execute the work of the senate.

Respectfully submitted,
Todd B. Smith

Appendices

3a: Academic Policies Committee Report

19 October 2018

Submitted by Anne Crecelius, chair

APC is meeting nearly every week this semester
(Thursdays at 9:30am in the Fall Semester in SM 113B).

1. Our primary focus and work activity has been on our charge from ECAS regarding completing a report on Actions Pertaining to Academic Programs. We will be having discussions with the Provost's Office, Dean's Offices, and proposers of recent programs in coming weeks. We have already gathered preliminary information from the Registrar and Graduate Academic Affairs. The overall approach to any potential revisions is to ensure thorough, transparent, and efficient review of program proposals.
2. A. Crecelius has provided updates to the committee on the work of the Transfer Credit Task Force.
 - a. Specific conversations have been had regarding CAP, multiple ways in which college credit is earned (transfer, transient, while in high school).
 - b. We will continue to discuss, in particular in relation to what if any policy implications there are.

Our next meeting is Thursday, October 25th at 9:30-10:30 in SM 113B.

3b: Faculty Affairs Committee Report

19 October 2018

Submitted by Mark Jacobs, chair

The Faculty Affairs Committee continued its work on cleaning up the wording in the Faculty Handbook. The committee also dedicated effort to developing introductions to the various sections of the handbook, e.g. research and teaching.

The committee received a charge to address the evaluation of lecturers that are not assigned to a department. That charge will be taken up when the current charge is completed.

3c: Student Academic Policies Committee Report
19 October 2018
Submitted by Lee Dixon, chair

The SAPC meets on Tuesdays at 12:30pm, typically every other week, and has met three times since the last academic senate meeting. The next meeting of the SAPC is October 30th in SM113A.

The SAPC is continuing to work on its charge to investigate the academic honor code and student academic misconduct. In particular, it is studying the survey results from the survey on academic integrity that was given last year and working on a report of their findings.

3d: Executive Committee of the Academic Senate Report
19 October 2018
Submitted by Corinne Daprano, chair

ECAS is meeting every week on Fridays at 9am in SM113B

ECAS has engaged in discussions on the following topics:

- University Lecturer Promotion policy clarifications (such as how to evaluate lecturers who do not have a home department), which is being charged to FAC;
- Approving UNRC pools (Retirement Plan Committee, Vocation Implementation Team, Advisory Collaboration on Public Safety);
- Policy on the Evaluation of Academic Administrators;
- Proposed revisions to the Fair, Responsible, and Acceptable Use Policy;
- Experiential Learning, with guest Karen Velasquez;
- Title IX/Section 504 update, with guest Amy Zavadil;
- Conversation on the Campus Dialogue Forum on Mental Health (co-sponsored by Senate);
- Impact on Student Learning tied to the Housing & Residence Life Aviate program

4:

Women's Center Updates and New Initiatives

Dr. Lisa J. Borello, Director

Presented to Academic Senate

October 19, 2018

Thank you for the opportunity to be here today. About a year ago, almost exactly, I spoke before the Academic Senate for the first time to introduce myself and announce some dates for a listening tour. I have now been in this role about 15 months and I'm excited to share some of the work the Women's Center has been doing and answer any questions you may have.

Before I talk about some new initiatives coming from the Women's Center, I wanted to first spend a few minutes sharing the results of that listening tour. I've had the opportunity to present these results to leaders across campus, but for those who have not yet heard me speak about the themes that emerged, I wanted to provide an abbreviated version.

In my first year at UD, I spent several months speaking to different units and departments across campus, as well as conducted in person listening sessions with students, faculty and staff to better understand some of the challenges facing women at UD as well as explore opportunities for the Women's Center to make an impact across campus.

I analyzed data (266 data from index cards, 9 listening sessions, and 20 online forms) using ground theory and wanted to share the themes that emerged concerning challenges facing women-identified faculty, staff and students:

Glass Ceiling

- Lack of advancement opportunities at university
- Few women leaders on campus at highest levels particularly for women of color
- Limited respect for women and their perspectives; women's talents and service not appreciated nor factored into rewards (promotion, tenure, raises)
- Invisibility of women's voices and contributions to UD

Discrimination/Bias

- Implicit bias and microaggressions
- Inequity in pay
- Stereotypes about professions and majors and accompanying skills (or perceived lack thereof)
- Lack of transparency in T&P process
- Sexual harassment and gender-based violence

Work-Life Balance

- Few or limited policies in support of families (parents, other caregivers) including parental leave, adoption/foster parents, graduate student maternity leave, etc.
- Poor benefits as it relates to caretaking (childcare, emergency childcare)
- Expectations are to work beyond work hours (service, extra work to be noticed, expectation women will do the work for male colleagues)

Clearly these are complex problems without singular or easy solutions. The new initiatives I am going to share are just one approach and I want to acknowledge and recognize there are numerous others on campus committed to this work.

After spending some time learning about the campus and understanding varying needs, we are making some organizational changes at the Women's Center. Moving forward, our work is grounded in four core pillars of the WC are:

Education - concerns both traditional programming and exploring new avenues to educate the entire campus community in gender equity-related work

Policy - critical examination of existing policies and practices as it concerns women and gender issues

Research - recognition of the need for data-driven evidence-based research on gender equity-related issues at the university

Action - actionable steps and opportunities to be engaged in social justice work, including professional development opportunities

I see these four pillars as interconnected and also see these core areas as both building on the WC work in the past and also in collaboration with partners across campus particularly given a number of new initiatives and ongoing efforts centered on diversity, equity and inclusion.

We have a number of new initiatives launching this academic year and I'll speak briefly about a few:

RESEARCH

In collaboration with the Provost's Office, and Women's and Gender Studies program, we are getting ready to release a call for proposal for a new Gender Equity Research Fellows program in which one faculty member and one professional staff will have support to conduct research on gender equity issues at UD each academic year:

- The goal is to Institutionalize research on gender equity and engage faculty/staff/students in sustainable, collaborative research, building on previous efforts of the Special Advisor to the Provost role
- Students will work alongside selected fellows and earn academic credit through WGS
- We have identified specific topics which represent institutional priorities
 - Tenure and Promotion patterns between men and women faculty, including those who choose not to go up for T&P
 - Best practices for chairs in evaluating and supporting faculty through T&P process
 - Advancement patterns among women staff
 - Pay equity among women staff/faculty
 - Use/non-use of maternity leave and stop-the-clock among faculty and impact on T&P
 - Other topics will be considered
- The RFP will be out in the next week with proposals due Dec. 21
- The fellowship will take place over the 2019-20 academic year; faculty fellows will get a course release and staff fellows will receive an equivalent stipend
- Dr. Denise James and I will host drop-in hours in November for any individual interested in learning more

POLICY

This fall, we launched a policy-focused internship program in which students will receive academic credit through Women And Gender Studies for completing a year-long internship with the Center.

Students focus on benchmarking, critical policy review and understanding the landscape of policy development within the higher ed context. Their focus is on family-friendly focused policies, ranging from maternity/paternity leave to adoptive leave

This work dovetails nicely with the Hiring and Advancement for Diversity, Inclusion, and Mission working group report and gives students a tremendous experiential learning opportunity to work on real-time issues of concern to the institution.

EDUCATIONAL EFFORTS

There are several education-related efforts the Center is working on and I'll share briefly just a few:

Gender Bias Workshops - starting to offer for both students and employees

-Student-focused workshops offered through AVIATE

-Inclusive Excellence Academy

Advocates and Allies - helping enhance men's engagement with equity work

-Collaboration with School of Engineering, CAS, Office of Diversity & Inclusion, Equity Compliance, and Women's Center

-Workshops for male faculty in STEM and beyond in January 2019

-You will be hearing more about this in the coming weeks

Women of UD Exhibit

-Last Spring, the WC launched its inaugural exhibit highlighting contributions of women at UD during Women's History Month in March

- we are planning to make this an annual tradition at UD and want to invite the campus community to participate in the nomination process

-Call for nominations for entire campus will be out later this semester

LEADERSHIP DEVELOPMENT

HERS

Related to concerns expressed about limited advancement opportunities within the institution,

we continue to invest in women leaders through the HERS Institute and other venues. This fall we launched a new process for the campus community to apply to HERS and I was pleased with the interest in the program. The Provost and VP Human Resources have committed to funding two women each year to attend HERS.

SAGE

This year, we are also piloting a new student ambassador program to give students experience doing gender-related activist work

WORK-LIFE BALANCE

Finally, I will share some updates with regards to our ongoing work-life balance initiatives.

Lactation Rooms

Our lactation rooms on campus continues to grow, and new room just opened in Kettering Labs and Kennedy Union. New spaces are placed for the Library and UD Arena

Caregiving Resource Fair

Last spring we partnered with HR to offer the first caregiver resource fair for our campus community to learn more about the resources on campus and in the local Dayton community for a variety of caregiving needs. We're planning to offer this resource fair again - please save the date for April 16.

Other Caregiving Resources

The Women's Center continues to support a Foster Parent Resource Group, and a new Elder Care Group started this fall. We also, in partnership with Department of Sociology, Anthropology and Social Work held an event for UD Working Parents of Young Children and hope to turn that into a regular resource-sharing and community building group for employees.

CLOSING

I am grateful for your time and attention today. I invite you to visit our space in Alumni Hall and know that the space is available for use by our entire campus community.

I'm happy to take any questions now, or please feel free to reach out at any time at lborello1@udayton.edu.

6. ECAS Update, presented by Corinne Daprano

Rationale for Discussion

- Raise awareness and review work that is ***not*** being done by Senate standing committees
- List of University initiatives/task forces
- ECAS and Senate consultation
- Priorities

Current University Initiatives

- Merit Task Force – Mark Masthay
- Advising Task Force – Deb Bickford
- Transfer Credit Task Force – Danielle Poe & Jen Creech
- Platinum Analytics Task Force – Jen Creech
- Vocation Implementation Team – Steve Wilhoit
- Experiential Learning Initiative – Karen Velasquez
- University Tenure & Promotion Policy Task Force – Carissa Krane
- Chaminade Hall Vision Committee – Fr. Jim Fitz & David Wright
- Diversity and Inclusion Assessment Task Force – Larry Burnley
- Strategic Vision Steering Committee – Paul Benson

Academic Senate Consultation

- What should be prioritized?
- What should consultation look like?
 - Discussion?
 - Interim Report?
- Where should consultation occur?
 - ECAS?
 - Senate?
 - Standing Committee?
- When should consultation occur?
- Other areas of consultation?

Merit Task Force – Mark Masthay

Faculty Merit Evaluation Task Force (Task Force) charge:

“The purpose of the task force will be to make recommendations to the provost regarding improvements in department-level faculty merit evaluation processes. In particular, the task force should identify ways in which annual faculty evaluation processes could be clearer and more intelligible, more consistent and fair, and more fully reflective of valuable faculty contributions in the areas of teaching, research, and service (relative to the weight of these areas in departmental mission). The task force is encouraged to identify and recommend ways to disseminate exemplary practices for faculty merit reviews that currently exist in some academic units and that could be implemented across the university.”

Transfer Credit Task Force – Danielle Poe & Jen Creech

Transfer Credit Task Force Charge:

1. The task force will develop clear definitions of multiple types of transfer and articulation, as well as associated terms. The task force will focus on students transferring from other institutions, not on UD students’ “internal transfers” between academic units.
2. The task force will recommend improvements in policies and procedures that will achieve consistency across units in how transfer equivalencies are determined and in the equivalencies that are approved.
3. The task force will increase the efficiency of response to students’ inquiries about transfer credit through the use of a central transfer equivalency database. The task force’s recommendations should enable students interested in transferring to UD to receive prompt and accurate responses to their inquiries. This is a critically important competitive consideration for the recruitment of transfer students.

The task force will make recommendations regarding whether and how to determine equivalencies for CAP components. The task force will find reasonable ways to balance the curricular integrity of CAP and UD’s institutional learning goals with recognition of the value of making UD more accessible to transfer students.

Platinum Analytics Task Force – Jen Creech

Using data from Banner, DegreeWorks, and Astra scheduler, dashboards will be created to report seat fill and space optimization as well as models for more efficient schedules. Academic deans and department chairs will be able to address faculty concerns of insufficient classroom space, ensure the proper learning environment for specific courses, and manage new student flows.

Experiential Learning Initiative – Karen Velasquez

Experiential Learning Advisory Committee has been exploring ways to make it possible for the deep, experiential learning of students to be more noticeable to faculty, students, and employers.

University Promotion & Tenure Policy Task Force – Carissa Krane

In September 2017, the ECAS established an ad hoc task force to examine and make recommendations for revision to the University Promotion and Tenure Policy. The University Promotion and Tenure Policy Task Force (UPTPTF) was charged with reviewing the current policy, and developing a report on the policy which may contain recommendations for changes to the existing policy. In developing this report, the ECAS asks the UPTPTF to focus their efforts to the following questions: (1) Are there any discrepancies in policy titles between the university and academic unit policies? If so, how should they be resolved? (2) Are there any discrepancies between task assignments in the (UNIT) policy and current university practice? If so, how should they be resolved? (3) How is community engagement addressed in the policy, if at all? (4) Should there be any changes to the policy to properly address community engagement? If so, what might they be? (5) How are diversity, equity and inclusion addressed in the policy, if at all? (6) Should there be any changes to the policy to properly address diversity and inclusion? If so, what might they be? (7) Clarify the role assessment plays in promotion and tenure. (8) How are venture creation and entrepreneurship addressed in the policy, if at all? (9) How is service defined in the policy, specifically regarding the shared governance dimension of faculty service? (10) How can inter/transdisciplinary work be recognized in tenure and promotion?

Diversity & Inclusion Assessment Task Force - Larry Burnley

The Diversity & Inclusion Assessment Task Force will provide leadership for the development of a comprehensive institutional assessment of the effectiveness and impact of diversity and inclusion efforts at the University of Dayton. Chaired by the Vice President for Diversity and Inclusion, the Task Force's primary functions/objectives are to:

1. Formulate and recommend definitions of the key terms that will inform institutional efforts to shape, inform, and drive strategies to achieve diversity-, equity-, and inclusion-related goals and objectives throughout the University.
2. Lead the campus in the development and implementation of a comprehensive (University-wide) outcomes and impact assessment of diversity and inclusion efforts.*
3. Lead the campus in the development, implementation, and analysis of a comprehensive campus experience (climate) survey.*
4. Develop a framework for a campus-wide strategic plan for diversity, equity, and inclusion.
5. Make recommendations for a permanent campus-wide diversity and inclusion committee/council.

*This work will involve the assistance of an outside consultant.

Chaminade Hall Vision Committee – Fr. Jim Fitz & David Wright

Charge to the Committee

The committee is charged to develop a vision for Chaminade Hall that reflects the University's values and its strategic needs in the accomplishment of our mission as a student-centered university. The committee should consider carefully how best to derive optimal long-term value from the Chaminade Hall footprint and surrounding areas and what key program areas would both meet critical University needs and activate the space fully for the benefit of students, faculty, and staff. The committee is encouraged to create opportunities for campus constituencies to provide input and then reflect on this input as it prepares and submits to the president a set of guiding principles for a follow-on committee that will engage more directly on tactical space program considerations. As part of the Chaminade Hall Vision Statement, the committee should provide their perspective on at least the following:

- Preservation of the Chaminade name and history.
- Prioritization of potential space allocation in support of the University's overall strategic vision for student life, academic mission, scholarship, and community engagement.
- Possible physical connections to Kennedy Union and Kennedy Union Plaza and options that might address the appearance of the receiving dock area.
- Suggestions for maintaining the strong character of the existing courtyard to the north and west.

Vocation Implementation Team--Steve Wilhoit

The University's Vocation Implementation Team (VIT) has been developing strategies to make vocational discernment a central part of every student's educational experience at UD. The VIT includes representatives from across the University

https://udayton.edu/lrc/resources/documents/vocation/vocation_implementation_team.pdf

Strategic Vision Steering Committee – Paul Benson

The committee's main tasks this year will include:

- Setting implementation objectives for 2018-19, and reporting on achievement of those objectives by May 2019
- Engaging the campus and other partners in current stages of implementation of the Vision
- Identifying and evaluating current challenges faced by various Vision-based initiatives
- Determining appropriate forms of campus communication for this year's work on the Vision
- Identifying potential areas of new or deeper collaboration or complementarity across various initiatives

Advising Task Force - Deb Bickford

Purpose of task force:

An Academic Advising Models Task Force is being charged by the Provost to study undergraduate academic advising models currently employed at the University of Dayton, as well as best practice models at other institutions, in order to develop recommendations for future academic advising models that lead to purpose-based choices for students. In an effort to recognize the full range of activities from course selection to promotion of vocational exploration, the Task Force will develop a white paper exploring action-oriented options and provide recommendations for future consideration.

The University has set a stretch goal of 93% first to second year retention, and this stretch goal will necessitate a renewed attention to advising and support that is in keeping with our Marianist values and our attention to collaboration for the common good. Institutions that develop coordinated, strategic approaches that broadly involve faculty and staff in retention efforts can impact student experiences in ways that lead to higher retention rates and stronger student learning. The white paper produced by the Task Force will make important contributions to our forward progress on improving advising as a factor in student success and persistence.