

11-16-2018

2018-11-16 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Approved Minutes
Meeting of the University of Dayton Academic Senate
November 16, 2018
Kennedy Union Ballroom, 3:30-5:30 p.m.
Corinne Daprano, President

Present: Joanna Abdallah, Aaron Altman, Paul Benson, James Brill, Leila Chamankhah, Anne Crecelius, Corinne Daprano, Mary Ellen Dillon, Lee Dixon, Deo Eustace, Myrna Gabbe, Brad Hoefflin, Kevin Kelly, Noah Leibold, John Mittelstaedt, Leslie Picca, Jason Pierce, Fran Rice, Eddy Rojas, Markus Rumpfkeil, Connor Savage, Todd Smith, Andrew Strauss, Tereza Szeghi, Diandra Walker, Kathy Webb, Lynne Yengulalp

Absent: Sanders Chang, Neomi DeAnda, Sam Dorf, Shannon Driskell, Jim Dunne, Rowen Gray, Mark Jacobs, Suki Kwon, Laura Leming, Willow Lopez, Andrea Seielstad, John White

Guests: Chris Agnew, Amy Anderson, Eric Balster, Deb Bickford, Rodney Chatman, Wiebke Diestelkamp, Tyler Dunham, Jim Farrelly, Bill Fischer, Rhonda Havig, Melissa Longino, Rhonda Mercs, Chris Schramm, Eric F. Spina, Laura Stevens, Paul Vanderburgh, Eric F. Spina, Cari Wallace, Nicola Work, Amy Zavadil

1. Opening Prayer/Meditation: John Mittelstaedt
2. Minutes of 19 October 2018
 - a. Approved without objection
3. Committee reports (reports are appended)
 - a. APC – Anne Crecelius
 - b. FAC – Leslie Picca for Mark Jacobs
 - c. SAPC – Lee Dixon
 - d. ECAS – Corinne Daprano
4. Presentation on Equity Compliance by Amy Zavadil. (Presentation is appended.) Discussion followed.
5. Presentation on Student Development and Public Safety by Bill Fischer, Cari Wallace, and Rodney Chatman. (Presentation is appended.) Discussion followed.
6. Presentation on the UD Step Care Model and Flyer Pulse by Melissa Longino.

Respectfully submitted,
Todd B. Smith

Appendices

3a: Academic Policies Committee Report

16 November 2018

Submitted by Anne Crecelius, chair

Activity for the 2018-2019 Academic Year since last reported on October 19, 2018. APC is meeting nearly every week this semester (Thursdays at 9:30 am in 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.
 - a. We have met with Associate Deans from the College and SEHS as well as Carolyn Phelps, Associate Provost regarding the charge.
 - b. We have begun to draft our report, clarifications to the policy, and templates to assist in the consultation process.
 - c. We will seek feedback on our preliminary work from department chairs and faculty, as well as administrators as we aim to complete our work in early 2019.
2. We approved a nomination to CAP-L from SEHS.
3. A. Crecelius has provided updates to the committee on the work of the Transfer Credit Task Force.
 - a. Potential implications for policy have been drafted and the TCTF recently consulted with ECAS.

Our next meeting is Thursday, November 29th from 9:30-10:30 in SM 113B.

3b: Faculty Affairs Committee Report

16 November 2018

Submitted by Mark Jacobs, chair

The Faculty Affairs Committee continued its work on the Faculty Handbook; specifically adding preambles to various sections to better motivate and contextualize them. The charge to address the evaluation of lecturers that are not assigned to a department will be taken up when the current charge is completed.

3c: Student Academic Policies Committee Report
16 November 2018
Submitted by Lee Dixon, chair

The SAPC finished reviewing faculty members' responses to the survey on academic dishonesty. We also spent time discussing recommendations that we will be making in the report on academic misconduct. Writing of the report has begun and is planned to be finished within the coming weeks.

3d: Executive Committee of the Academic Senate Report
16 November 2018
Submitted by Todd Smith for Corinne Daprano, chair

ECAS is meeting every week on Fridays at 9am in SM113B and has engaged in discussions on the following topics:

- Discussion of the UPTP Task Force Progress Report.
- Discussion of the Fair, Responsible, and Acceptable Use of Electronic Resources Policy.
- Discussion of UDCL.
- Discussion of a draft charge to SAPC to review the AVIATE program, its student learning goals, and its impact on other student learning goals.
- Discussion of the work of the Transfer Credit Task Force and possible updates and consultation.
- Discussion of the work of the Strategic Vision Steering Committee.
- Discussion of the work of the Faculty Board.
- Discussion of the charge to FAC to review the SET document regarding the date for release of SET results.
- Discussion of the elections for representatives to the University Lecturer Promotion Committee.
- Discussion of the elections for representatives to the University Lecturer Promotion Committee. There is one representative from each of the units, and one additional member. It was proposed, seconded, and approved that the additional member should be from the unit with the greatest number of lecturers, which is currently CAS.
- Discussion of the summer 2019 academic calendar.

4. Presentation on Equity Compliance by Amy Zavadil.

Equity Compliance: What we know, what we are hearing, how we can help

Presented by Amy Zavadil, Ph.D., Equity Compliance Officer & Title IX / 504 Coordinator

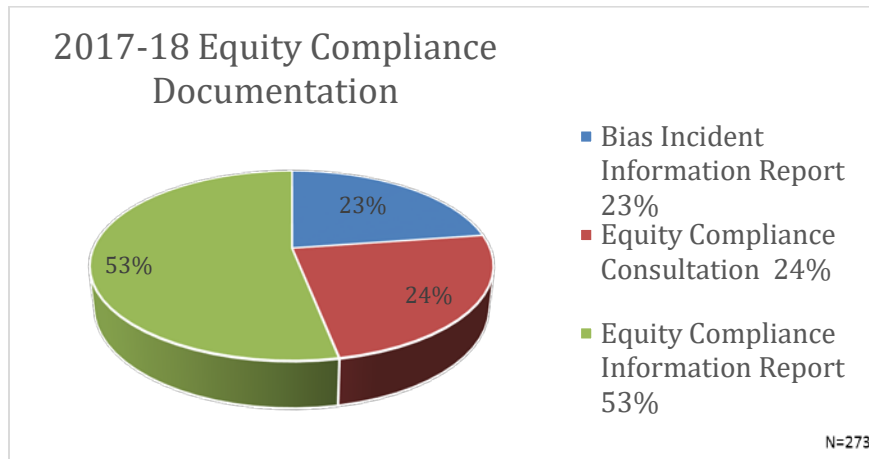
The Equity Compliance Office oversees the University's Nondiscrimination & Anti-harassment policy and process, offering outreach, education, consultation, resources, and response.

The University's Statement of Nondiscrimination:

The University of Dayton does not discriminate on the basis of **age, race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, sexual orientation, gender identity, gender expression, disability**, genetic information, **military status, veteran status**, familial status or any other protected category under applicable local, state or federal law, ordinance or regulation. This includes protections for those opposing discrimination or participating in any complaint process on ... Sexual harassment, which includes acts of sexual violence, is a type of sex discrimination.

This policy covers nondiscrimination in employment as well as access to educational opportunities. ... This includes failing to provide reasonable accommodations to persons with disabilities, when that accommodation is consistent with state and federal law.

Data for the 2017-18 year (July 1 – June 30) describe the types of matters shared with the Equity Compliance Office (ECO). Just under half of the matters documented in the ECO offered opportunity for early intervention (bias incident disclosures and consultations).



Currently (2018-19 to date):

Approximately 74% of matters involve students in some way.

Approximately 65% of matters involve sex/gender, with roughly 40% of these the spectrum of sexual misconduct (sexual assault, domestic violence, dating violence, or stalking).

Most other protected statuses (race, color, ancestry, national or ethnic origin, religion, sexual orientation, disability) arise in matters shared with the ECO, with Race/Ethnicity next in prevalence following gender-based concerns.

This is consistent with this time last year, though the number of matters documented in the ECO has increased (double this time last year). This increase is not unexpected, likely a combined result of capturing information with greater consistency and outreach that increases consultation and information sharing.

The spectrum of sexual violence (umbrella term, as is sexual misconduct) represents behaviors that are addressed under the Nondiscrimination & Anti-harassment policy.

Non-Physical	Sexual Harassment	Intimidation & Emotional Coercion	Physical Force & Rape
IPV	Discriminatory Harassment	Discriminatory Harassment	Nonconsensual intercourse
Stalking	IPV	IPV	
	Stalking	Stalking	
	Nonconsensual contact / intercourse	Nonconsensual contact / intercourse	

Effective consent exists when mutually understandable words and/or actions demonstrate a willingness to participate in mutually agreed-upon activity at every stage of that sexual activity.

The ECO reviews data, quantitative and qualitative, throughout the year to identify opportunities for improved outreach or education as well as seeking to identify and address potential patterns. In fall 2017, the University conducted a sexual violence campus climate survey of enrolled students. Data from that survey response are relatively consistent with other institutions' results and data in the literature related to prevalence of campus sexual violence. UD results demonstrated a strong awareness of prevention efforts and reporting options. Responding students reported a higher likelihood of experiencing harassment from peers (other UD students) than from UD faculty or staff.

The ECO provides individual support to those who report they may have experienced discrimination or harassment, including sexual misconduct. Information about rights and resources (on and off campus) is provided to assist individuals in making informed decisions. The ECO also oversees institutional efforts to take measures to stop adverse behavior, prevent recurrence, and where applicable to remedy effects (support the impacted individual).

Internal reporting obligations (sharing information with the ECO when aware of potential discrimination or harassment) insures that information is provided to the impacted individual. When in doubt, please consult with the Equity Compliance

Office. How we respond when an individual raises concern of adverse impact of discrimination/harassment is correlated with an individual continuing to seek help.

The Equity Compliance office is Located in St. Mary's Hall 300; 937-229-3622;
online at go.udayton.edu/nondiscrimination

5. Presentation on Student Development and Public Safety by Bill Fischer, Cari Wallace, and Rodney Chatman.

Academic Senate Meeting

November 16, 2018

**Division of Student Development
Strategic Plan 2022**

AGENDA

1. Background summary of the Division's strategic planning
2. Division's Strategic Plan 2022
 - a. Vision, Mission and Core Values
 - b. Strategic Goals
 - c. Key Strategic Initiatives

Background

- Division's strategic plan was six years old; the vice president engaged leaders in considering the existing plan and possible revisions to it
- In 2017, the vice president engaged David Ramey from Strategic Leadership Associates (SLA) to guide the strategic planning process in collaboration with the Division's leadership team and stakeholders
- At the same time, the University engaged in a strategic visioning process in 2017 to develop a new strategic plan
- With the University's strategic visioning as a foundation, divisional leaders and staff spent much of 2017-18 academic year updating the vision, mission and values and developing goals, measures and action steps to focus the Division's efforts for the next five years
- Strategic planning process included three phases along with key actions to be completed

Strategic Planning Process

1. Focus Area Assessment Teams (Phase I)

Co-chairs from across the Division and consultant, David Ramey co-facilitated area assessment team meetings in 2017 to gather input from staff at all levels and campus stakeholders
2. Division and Stakeholders Forums (Phase II)

The forums during February 2018, included staff at all levels, students and other stakeholders
3. Strategic Action Plan Development (Phase III)

Teams for developing the strategic action plan included staff members whose responsibilities impact goal areas

Division of Student Development

VISION: Discover. Practice. Create. **In Community**

MISSION: The Division of Student Development cultivates student learning in the Catholic and Marianist tradition. We **challenge** students to construct inclusive communities of purpose, demonstrate practical wisdom, and choose value congruent behaviors. We **support** students as they create safe and healthy environments where differences are respected and celebrated. We **empower** students to discover their vocation as they develop the skills needed to lead for the common good.

CORE VALUES:

1. Learning as an innovative process guided by the Catholic and Marianist tradition
2. Respecting the dignity of self and others
3. Building community by committing to the common good
4. Developing habits of self-care in pursuit of well-being
5. Reflecting on and exploring faith, purpose, and calling
6. Advancing inclusive excellence
7. Using professional ethics and standards to inform our practice

Division's Strategic Goals

- Goal 1: Develop students into leaders who transform communities through co-curricular learning
- Goal 2: Challenge and support student self-discovery of how they will live for the common good
- Goal 3: Encourage development of the whole student through health and well-being education and lifestyle practices
- Goal 4: Foster a campus climate of Inclusive Excellence
- Goal 5: Enhance campus safety, personal responsibility and risk management
- Goal 6: Align Process, resources, and infrastructure to prioritize strategic initiatives

Examples of SD Initiatives Linked to University Strategic Vision

Residential and co-curricular experiences - University Strategic Vision 2 (d)

1. Continue to infuse C2C throughout campus life
2. Continue to incorporate and advance learning goals in the residential curriculum through the student residential experience
3. Develop a campus-wide culture of health and well-being
4. Cultivate socially-responsible leadership and intercultural learning through co-curricular experiences

Diversity and intercultural inclusion - University Strategic Vision 1(b)

1. Align mission and purpose to campus and students' needs in multicultural competency and social justice education
2. Co-curricular multicultural programming
3. OMA Faculty Fellow position
4. Social justice education design for all students
5. Student peer to peer mentor program
6. Support student recruitment strategies

Strategic Action Items - Year 1

1. Establish four key teams to lead SD goals 2,3,5,6
2. Develop key co-curricular learning goals
3. Develop a common definition of student leadership
4. Develop common resources and training for student employees
5. Introduce health and wellness ideas of resilience and self-care
6. Revamp the multicultural framework with campus partners
7. Implement crime prevention through environmental design
8. Implement programs on alcohol and drug use to reduce high-risk behaviors
9. Create the Division's brand identity and key messaging aligned with the University's outward facing communications strategy

Public Safety Initiatives

1. Created a Community Engagement Team. This three person team adds an additional, softer layer of police engagement with students. This team staffs hours on Mondays and Thursdays at 461 Kiefaber and engages in a wide range of non-enforcement police interaction with students
2. Increase social media engagement with student social media team to emphasize public safety.
3. Strengthen the role of the Advisory collaboration on public safety (ACOPS) to engage in public safety priorities with campus police and reach out to commuter, international and multicultural students.
4. Engage in Public Safety discussions with surrounding community emphasizing Public Safety impacts on youth working with community partners when possible.
5. Continue the "International Academy" working with International Students on their positive interactions with campus police.
6. Implement crime prevention through environmental design to reduce mass gatherings which contribute to overindulgence of alcohol.
7. Created Public Safety Advocates (PSA's) - who work closely with Public Safety to assist in the marketing of Public safety activities, tabling events and the design and implementation of safety programming for students.
8. Increase the involvement of student advocates to impact issues in our student community on safety, responsibility, and risk management.
9. Implement (ASK) program to engage local bar owners working in the Ohio Investigative Unit to reduce alcohol overconsumption.

6. Presentation on the UD Step Care Model and Flyer Pulse by Melissa Longino.

The **UD Step Care Model** is a visual tool that not only displays our holistic approach to mental health, but also empowers faculty and staff to guide students through conversation in a sequenced manner to broaden the perspective of well-being, encourage proactivity and autonomy, and promote campus supports.

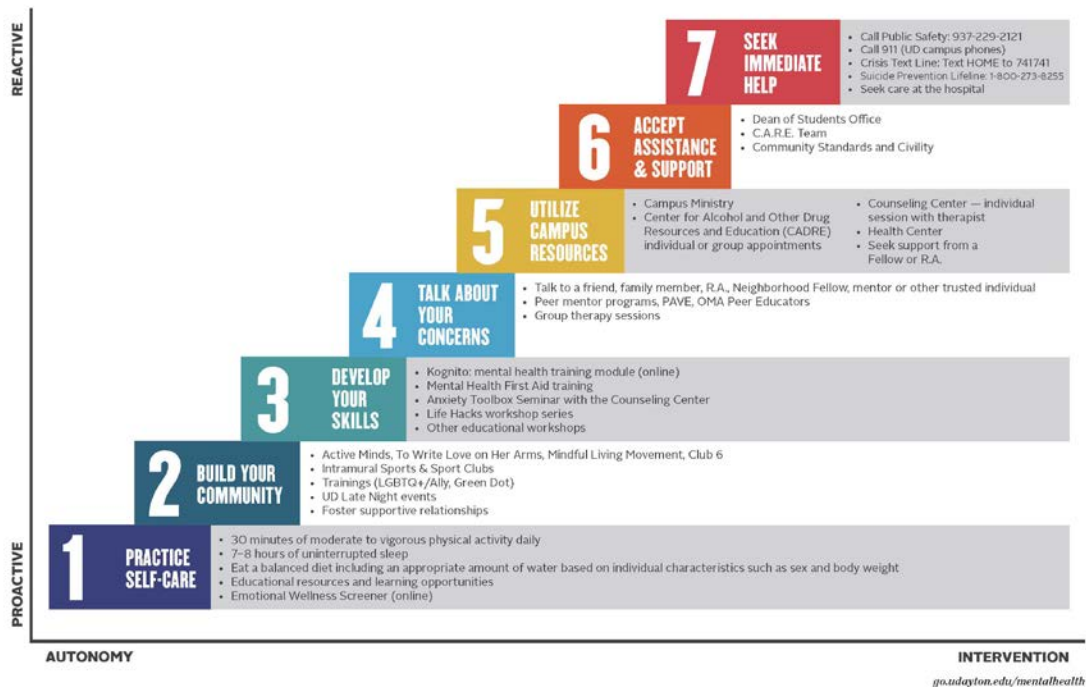
Flyer Pulse is a new initiative from Health and Wellness designed to integrate the work of the five units more closely while providing students with a resource and information that will instill a community of well-being and proactively educate around measures of self-care. See the attached document for the November/December edition. We hope you will familiarize yourself with the content such that you are aware of some of the fabulous efforts going on within Health and Wellness and can guide students you interact with daily!

A HOLISTIC APPROACH TO MENTAL HEALTH

The University of Dayton provides a variety of resources and support for individuals to build resilience and thrive at the University and beyond. Positive mental health requires on-going commitment and work. Therefore, the elements outlined below build upon each other so individuals can create a foundation for resilience, demonstrate self-awareness, and seek out appropriate resources.



**University
of Dayton**



FLYER PULSE

MONTHLY NEWS AND NOTES PROMOTING A COMMUNITY OF WELL-BEING.

November/December 2018



Overcome everyday challenges! These workshops help you gain skills and insight to conquer daily obstacles so you can succeed and thrive at UD.
 ➔ Life Hacks are also PATH eligible!

ADULTING WITH PURPOSE

November 8 • 2:00pm • KU 222

YOUR BRAIN ON EXERCISE

November 12 • 3:00pm • KU 310

PUTTING WILLPOWER ON AUTOPILOT

November 27 • 12:30pm • KU 222

COUNTING SHEEP TO GET TO SLEEP

November 28 • 11:00am • KU 222

TEST ANXIETY

December 4 • 2:00pm • Adele 115

PROGRAM TO KNOW

MOVE-EMBER

OCTOBER 29 – NOVEMBER 30

Campus Recreation challenges you to MOVE this November! Pick up a playing card at the RecPlex, complete 15 activity squares before November 30, and earn a prize!

Email udgroupfitness@gmail.com for more details!

Group Fitness Pass necessary to participate.

ANXIETY TOOLBOX SEMINARS

Call 937.229.3141 to make an appointment!

Learn practical and skills-based ways to manage anxiety in a way that is compatible with your busy life.

YOU WILL NEVER SPEAK TO ANYONE MORE THAN YOU SPEAK TO YOURSELF IN YOUR HEAD. BE KIND TO YOURSELF. BE YOUR OWN SUPPORTER.

For every hour spent in collegiate recreational exercise per week, participants averaged a GPA increase of

0.6

—NC State Study, 2016

Take a study break during exam week with FREE Group Fitness classes at the RecPlex December 9–14!

THROW KINDNESS AROUND LIKE CONFETTI

WORLD KINDNESS DAY
NOVEMBER 13

LOOK WHAT'S HAPPENING THIS MONTH:

TAKE A HIKE DAY

November 17

DECREASING SCREEN TIME TABLE

November 15 • 11:00am–1:30pm

KU Lobby

THANKFUL THOUGHTS TABLE

November 20 • 11:00am–1:30pm

Marianist

RECPEX THANKSGIVING HOURS

November 20–25 • See website

Closed November 22–23

LAST DAY OF FALL SEMESTER

December 6

CHRISTMAS ON CAMPUS

December 7

RECOVERY IS SPOKEN HERE.

NEXT TRAINING:
NOVEMBER 13
5:00–8:00PM

Register at go.udayton.edu/cadre



UD STEP CARE MODEL

1 PRACTICE SELF-CARE

Take the Emotional Wellness Screener to identify symptoms and gain suggestions for next steps in care. Find this screener on the Counseling Center's website under 'Services'.

STRESS LESS WEEK • DECEMBER 3–11

Stop by these table sessions to learn tips and tricks for managing stress throughout exam week!

- Sleep Info Table | December 3, 11am • KU Lobby
- Stress Survival Kits | December 4, 11am • Marianist
- Aromatherapy | December 5, 11am • RecPlex Lobby
- Chart a Course for Success | December 6, 11am • KU Lobby
- Tea Station | December 11, 1pm • Library 2nd Floor

SEXUAL ASSAULT SUPPORT GROUP

SOCIAL CONNECTION IS A KEY COMPONENT OF HEALING.
 ALL EXPERIENCES WELCOME.

THIS IS A SUPPORT GROUP FOR ANYONE AFFECTED BY SEXUAL VIOLENCE: SURVIVORS, FRIENDS, ROOMMATES, FAMILY.

MONDAYS
2:30–3:30PM
OCT 29 - DEC 3
ALUMNI HALL 2088
ALL GENDER IDENTITIES WELCOME
NO REGISTRATION REQUIRED
DROP IN ANYTIME.

CADRE offers tobacco cessation! Schedule a one-on-one meeting today by calling 937.229.1233.



DON'T WAIT. START WITH DAY ONE.

NOVEMBER 15

According to the 2018 National College Health Assessment,

51.9%

of students indicated sleep difficulties negatively impacted their academic performance.

HEALTH FACT #531: Who wants better grades?

Increasing sleep to 7–9 hours per night is associated with higher GPA's. Those students who pull "all nighters" and then try to catch up on the weekend, actually perform less well in the classroom.

THE BEST FOODS FOR SLEEP:

Cherries, bananas and almonds!

MERGING MINDS

November 12 & December 3
5:00–6:00pm • Adele Center 106

TAKING DOWN TOBACCO 101

Open November 1–30
Distance Learning

FLYER HOST • JUNIORS & SENIORS

Ongoing
Student Neighborhood



Find out more on 1850

CENTER FOR ALCOHOL AND OTHER DRUGS RESOURCES AND EDUCATION
937.229.1233
go.udayton.edu/cadre

COUNSELING CENTER
937.229.3141

HEALTH CENTER
937.229.3131
healthcenter@udayton.edu

COMMUNITY WELLNESS SERVICES
go.udayton.edu/wellness

CAMPUS RECREATION
937.229.2731
campusrec@udayton.edu

GO.DAYTON.EDU/MENTALHEALTH



University of Dayton
Health and Wellness

Flyer Host
Social Host Responsibility