

11-20-2020

2020-11-20 Minutes of the Academic Senate

University of Dayton. Academic Senate

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UNIVERSITY OF DAYTON

DAYTON, OHIO

MINUTES OF THE ACADEMIC SENATE

November 20, 2020

Zoom, 3:30-5:30 p.m.

Senators Present: Joanna Abdallah, Philip Appiah-Kubi, Paul Benson, Connie Bowman, James Brill, Ali Carr-Chellman, Lissa Cupp, Michael Davies, Neomi De Anda, M.E. Dillon, Lee Dixon, Samuel Dorf, Jim Dunne, Deo Eustace, Sharon Gratto, Mark Jacobs, Jake Jagels, Jay Janney, Katie Kohonen, Carissa Krane, Catherine Kublik, Sayeh Meisami, John Mittelstaedt, Brennan Mooney, Drew Moyer, Grant Neeley, Leslie Picca, Jason Pierce, Maher Qumsiyeh, Fran Rice, Eddy Rojas, Andrew Sarangan, Andrea Seielstad, Andrew Strauss, Tereza Szeghi, Jacob Troutwine, Kathy Webb, John White, Mary Ziskin

Presenters: Larry Burnley (Vice President for Diversity and Inclusion), Michelle Pautz (Assistant Provost for the Common Academic Program), Eric F. Spina (President), Bill Fisher (Vice President for Student Development), Andy Horner (Executive Vice President of Business and Administrative Services), Paul Benson (Provost and Executive Vice President of Academic Affairs)

Guests: Craig Looper, II (Parliamentarian), Stefanie Acevedo, Shauna Adams, Amy Anderson, Maureen Anderson, Philip Anloague, David Ashley, Adrienne Ausdenmoore, Eric Balster, Deb Bickford, Susan Brown, Lawrence Burnley, Davin Carr-Chellman, Kim Conde, Anne Crecelius, Cathryn Curry, Jennifer Dalton, Corinne Daprano, Stephanie Dhuman Giron, Wiebke Diestelkamp, Jason Eckert, Harvey Enns, Hector Escobar, Youssef Farhat, Bill Fischer, Tim Gabrielli, Marie Gaeke, Julie Gee, Brenda Gerhardt, Erin Gibbemeyer, Beth Hart, Andy Horner, Sawyer Hunley, Denise James, Christa Johnson, Mitch Johnston, Kathy Kargl, Tharanga Kariyawasam, Ryu-Kyung Kim, Allison Kinney, Jane Koester, Michael Krug, Ashleigh Lawrence-Sanders, Doug Lemaster, Laura Leming, Ben McCall, Novea McIntosh, Tom Morgan, Cori Mowrey, Sabrina Neeley, Rochonda Nenonene, Judy Owen, Donald Pair, Arnecia Patterson, Michelle Pautz, Carolyn Phelps, Margaret Pinnell, Chelse Prather, Joel Pruce, Julia Randel, Katie Schoenenberger, Scott Segalewitz, Don Shimmin, Cilla Shindell, Thomas Skill, Eric Spina, Yvonne Sun, Tamara Tabo, Denise Taylor, Tiffany Taylor Smith, Kimberly Trick, Jason Wardell, Joel Whitaker, Julie Wolters, David Wright, Judy Yang, Jerome Yorke, Leah, Maria, Ashley's iPhone, Jackie's iPhone, Julie's iPhone, 2 call in guests

1. **Opening Prayer.** Neomi De Anda
2. **Minutes.** October 16, 2020. Minutes approved by unanimous consent.
3. **Announcements.** The SGA, in partnership with the Academic Senate and Student Development, has developed a series of videos called the 12 Days of Flyer Wellbeing. The videos will highlight resources available to students and to remind them they are part of the UD community even when they are away from campus. The videos will be distributed using social media sites.
4. **Diversity, Equity & Inclusion Updates Q&A Follow Up from 10.16.2020 Meeting.** Due to time limitations at last month's AS meeting, Larry Burnley was unable answer questions received through chat.

Questions:

- Will the Presidential Executive Order impact actions the university can take towards the

DE&I strategic plan? Response: The outcome of the presidential election could impact compliance with the Executive Order. For now, the university is not making any changes and is continuing to move forward with the plan.

- How do academic programs which focus on DE&I, such as women and gender studies, fit into your work and plan? Response: Two ways were mentioned; through the diversity and social justice institutional learning goal group and the development of a robust DE&I architecture and scaffolded approach to learning. Newly formed groups such as the President's Commission on the Status of Women and the University Inclusive Excellence Council will also have a significant impact on the curriculum.
- Comment: I hope positive accomplishments at the local levels specifically, curriculum changes, hiring and the recruitment of students, are not forgotten and this doesn't become a top down directive. Response: The strategic planning process began by looking back over the work completed in the past 5 years. The work that is currently being done is built on that foundation.
- How many African American staff and faculty do we have at the university? What percentage of them gave input into the anti-racism action plan? Response: The plan is a result of 4 years of conversations not only with African Americans but also with the entire UD community. Based on feedback, it would have been prudent to have conversations before the anti-racism action plan was launched with groups, like the Black Faculty Association. The action plan was an administrative initiative that grew out of sustained conversations across the university, including members of the African American community. The Office of Diversity and Inclusion website has demographic information on the workforce.
- How is the work being shaped by COVID and budget constraints, or is there a priority to the initiatives? Response: The unit level plans are underway and the 11 steps have groups addressing the issues, one of which is to access costs. One way to address costs could be to reallocate existing funds instead of implementing new costs to help drive the strategic plan.
- Can you provide a high-level assessment of what the 17-unit level groups are working on and what are the issues as the university moves from a university level to the unit level DE&I plan? Response: Liaisons have been identified in each unit to lead the unit level strategic planning groups. Liaisons attended workshops to help explain the process and expectations. A toolkit and self-assessment tool have been provided to the liaisons to guide the process, or if they prefer, they can develop their own process. Tiffany Taylor Smith and Julio Quintero are providing support and have responded to individual needs. Liaisons will reconvene in Spring to report their progress. The goal is for all units to have a plan by August 2021.
- Do you think there will be implications if the university takes a wait and see approach to the executive order? Response: The university intends to move forward with the plan. The language in the plan is under review to determine if adjustments need to be made.

5. **Diversity, Equity & Inclusion and CAP Updates.** Michelle Pautz. Michelle shared efforts currently underway. Several common academic programs (CAP) components help prepare students for the diversity and social justice (DSJ) CAP component. CAP's involvement has been to lead efforts around the diversity institutional learning goal. 164 courses have been approved to satisfy the DSJ component. There are undergraduate DSJ courses in all of the academic units. Efforts continue with the work of the DSJ Curriculum fellows and the inaugural DSJ component coordinator. Work continues with CAP component coordinators and the diversity ILG working group. In the Summer of 2019, CAP collaborated with the Office of Diversity & Inclusion and CAS to identify resources for faculty to use in developing and teaching DSJ courses. DSJ fellows were selected from a pool of applicants, and includes representation from across the university. The DSJ fellows helped articulate four dimensions of diversity and what those competencies would look like as students progress from the beginner level, to the intermediate level, to the advanced level. A diversity resource LibGuide has been developed. The DSJ coordinator position was created to help support the work. Youssef Farhat was appointed as the first DSJ coordinator. He has hosted numerous dialogues across campus, launched the DSJ website, developed a DSJ newsletter and blog. He is also maintaining and adding resources to the diversity resource LibGuide. His plans are to continue course consultation and development and have ongoing collaboration across academic units. Efforts with the diversity ILG include conversations with CAP component coordinators about how diversity is currently explored in the humanities commons. The diversity ILG working group is engaging campus in what these goals would look like in day-to-day teaching in both curricular and co-curricular pursuits on campus. Nominations were sought from all the academic units to serve on the working group. The group's goals include benchmarking institutions that have scaffolded diversity-focused curriculums, assessing students' university experience with current curricular and co-curricular diversity offerings, and to build campus-wide connections in the area of diversity. The CAP committee is also having conversations about what they can continue to do in this area. Conversations are continuing with the CAP leadership team and their membership team.

Questions:

How many institutions are using a scaffolded approach, vs a one-time piece in their curriculum?

Response: Not sure, but will follow up with the working group for an answer.

Are we drawing on the faculty who are already teaching courses that accomplish the goals of diversity and social justice? Response: Definitely, Youssef is convening groups for them to share their expertise. The Inclusive Excellence Academy, which provides professional development opportunities for faculty and staff, also draws from the faculty to share their expertise.

In music, there are cumulative credits to satisfy CAP. There are also DE&I experiences in these courses but because of the way they are structured they count for the art component only. Is there a way to make these types of courses also count as a diversity DSJ component or the diversity ILG? Response: I would be happy to follow up with you about the diversity ILG and the CAP component.

Have there been campus conversations about the differences between and definitions of diversity equity and inclusion and diversity and social justice; what does these mean for the broader university; and for curriculum implementation? Response: How the diversity ILG and the DSJ course component fit together is an ongoing conversation with CAP and CAP coordinators.

6. **Path Forward Updates.** Eric Spina, Bill Fischer, Andy Horner, Paul Benson. Eric expressed gratitude to all faculty and staff for their commitment to UD's mission and their willingness to help wherever and whenever they were needed. He also thanked students for their willingness to adhere to COVID restrictions to help keep the positivity rate low on campus. The university has been in constant communication with the medical panel and local and state health officials for guidance. Plans to return in the spring continue to evolve and adjust as information about the pandemic becomes available. Paul gave some reminders about the end of semester. Faculty are encouraged to stay engaged with their students after Thanksgiving break. He reminded everyone to keep grade books up to date to help students understand where they stand in their courses. A communication from the eLearning office offered guidance on the transition back to online learning. Guidelines for final exams will be distributed after the Thanksgiving break. December's commencement will be fully remote for 1,000 students. Remote commencement has expanded to allow for every student's name to be read. Each academic unit and graduate students, as one unit, will be able to individually recognize students. A location of study survey was distributed to students to learn where students plan to study, online or in person, for the Spring. Course modalities have been identified in the composite. Registration is running ahead of schedule. Plans are underway to test students as they arrive on campus. Being fully online for the first two weeks of the semester is being considered to accommodate this testing strategy. Students did not feel the one-day breaks were beneficial because many used that time to complete assignments instead of brief times to unwind. Andy provided more details about move-in and testing. Challenges with the plan to test every student before they move in were discussed. The number of daily tests needed exceed current capacity and staffing levels. There is a concern of the amount of idle time between move-in and the start of classes. As the COVID levels have increased in the county, Premiere has redeployed testing equipment to other places within the county. The tentative plan is to bring students back January 15 and continue move-in until January 31. It is anticipated 500-600 students would be tested daily. A different point of care test with a 20-minute turn around will be used. Students who test negative will move in. The plans for positive tests continue to be refined. Flexibility of faculty will be needed as students will be moving in while classes are being held. Students will be encouraged to self-quarantine after January 1. Bill shared the logistics for move out beginning November 24 with residence facilities officially closed by noon November 25. Compliance with protocols has been good. There have been no breaks or gaps in mental health services. The counseling center will continue to reach out to students even after students have returned home. A peer educators' program will be available in the spring to help students understand mental health issues, the signs and warnings. A group has been created to focus on student activity programming that can take place during the winter months.

Questions:

- Why didn't UD switch to a pass/fail option similar to the one offered in Spring 2020?
Response: There are programs, especially in education and health sciences, that do not allow a pass/fail option, making it unfair for some students in a class to waive a letter grade, while others in the same classroom do not have that option. The university has a pass/fail grading option policy already in place for students wanting to make this choice. There hasn't been a significant number of students asking for a pass/fail option compared to the Spring semester which had a significant number of requests.
- Comment: Students have heard negative comments from some faculty about the decision to return students to campus. These comments have not been helpful for students to hear. There is much appreciation for the faculty and staff who continually support students and the

university. First- and second-year students need more support to feel connected to the campus community. More in-person events would help with student engagement.

- Will there be COVID testing for faculty in the Spring semester? Response: Testing students in residences is the primary focus. The possibility of offering testing to faculty and staff will be discussed after move-in this Spring.
- Will the campus be open to visitors? Response: Visitor and guest COVID protocols for this semester will continue Spring semester.
- In addition to programming, students need informal downtime. Could more outdoor tables be made available to students to eat together and be socially distanced? Response: Student dining halls have been re-opened to provide students the opportunity to eat together while remaining socially distanced. Student development plans to investigate more opportunities for informal downtime.
- Will the RecPlex remain open between now and the end of the term? Response: Yes, the RecPlex is open until the end of the term and over break, revised hours are posted on the website.
- Will information be gathered from students on how their physical and mental health have been impacted this semester? Will the data be made available to correlate with student letters of recommendation and faculty review? Response: The student senators conducted a survey, results will be shared Monday. It is not a comprehensive instrument, but does contain useful information on students' perceptions about their experiences.
- Comment: Given the high number of COVID cases in Montgomery County and in the state, it is extraordinary that the positivity rate is so low on campus. Financial decisions, adjustments made by student services and cleaning protocols have proven to be effective and allows for a healthy, in person presence on campus. Many faculty and students have adapted, it would be nice if a few more faculty would agree to teach in person. If not in person, faculty need to find more ways to be engaged with students.
- What are the attrition numbers from Fall to Spring? Response: So far, there has been no increase in attrition. However, external factors, like the state of the pandemic, could influence these numbers.
- Follow-ups to contact tracing in landlord housing were needed at the beginning of Fall semester because the university didn't have a record of who was living in the house. Is this still a problem? Response: It is a challenge to learn who is living in landlord houses, but there are ways to get this information.
- Comment: Student senators sent a survey to students asking for feedback on their experiences this fall. Preliminary findings show approximately 30% of students report they are struggling with their mental health five or more days a week. Students are feeling isolated; this was reported more among the first- and second-year students. The one-day breaks are not long enough, students want longer or more frequent breaks. 70% of second-

third- and fourth-year students reported their workload and their time spent on classes have increased. Students mentioned the main barrier to improving overall mental health is their inability to socialize.

- Has there been consideration to include COVID specific questions in the student evaluation of teaching (SET)? Response: Aspects of SET are being discussed, and this suggestion will be raised too.
- Comment: This has been a trying semester for both students and faculty. Student are asking faculty for a pass/fail option. The one-day breaks have not provided enough downtime to be effective. Some faculty are also feeling overwhelmed and not supported. Response: Everyone resonates with these struggles, and we all need to find ways to adapt and set reasonable expectations.
- Can the nets for basketball and volleyball be replaced? Response: After consultation with Montgomery County Public Health, it was determined it was not possible to maintain social distancing while engaged in these activities. Their decision can change at any time. Campus recreation provides lots of indoor and outdoor programming, and is continually looking for ways to do more. Students health and well-being are top priorities of Student Development.
- Due to time constraints, not all questions were answered. Everyone is encouraged to email their questions to the Path Forward working group. The next Academic Senate meeting is January 22.

7. Committee Reports- send to Fran Rice

- APC-Tereza Szeghi. APC has completed work on the charge to review the draft transfer credit policies. The final report and revised policy have been submitted to ECAS.
- FAC-Carissa Krane. FAC continues to meet weekly to discuss the revisions to the University Promotion and Tenure Policy proposed by PRoPT and amended by the 2019-2020 FAC with a focus on reconciling proposed revisions with faculty feedback obtained through academic senate discussions as well as comments obtained during the open forums held in early 2020.
- SAPC-Lee Dixon and Sharon Gratto. Members of the SAPC have worked most of this semester on their charge from ECAS to follow up from the February 2019 SAPC recommendations to the Academic Senate concerning Academic Misconduct. The committee's current Co-Chairs presented a preliminary progress report at today's ECAS meeting. This report included a revised Academic Dishonesty report form that connects more accurately to information in the University catalog and an accompanying flow chart that presents a visual representation of the procedure process once Academic Dishonesty has been identified. At the end of this semester, the SAPC will survey faculty about Academic Dishonesty issues/concerns that may have arisen during the current fall semester of remote learning in the on-line environment. In addition, the committee will review Academic Dishonesty information in the catalog for accuracy, clarity, and consistency. At today's weekly meeting, the SAPC embarked on a discussion of the second charge from ECAS regarding the Student Evaluation of Teaching form and how it is used for faculty evaluation. That report can be expected early in the spring semester.

- ECAS-Leslie Picca. ECAS has prioritized two items:
 - 1) elevating the voices of FT-NTT faculty related to Senate composition, voting rights & job security. Multiple discussions have taken place regarding establishing working groups to further these issues, however, the majority of ECAS felt these issues are within Academic Senate purview, so no external working groups should be convened.
 - 2) workload & fatigue for faculty, students & staff), and collaborating with the LTC, Student Development, and SGA. Academic Senate is partnering with SGA to create and distribute 12 short videos to be distributed Nov 30-Dec 11 from various units on campus to remind students that they are still part of the community even when they are away from campus.

8. Adjournment 5:37 pm.

Respectfully submitted: Fran Rice



Academic Senate Update: Diversity Efforts

20 November 2020

Institutional Learning Goals (ILGs)



- Community
- Critical Evaluation of Our Times
- Faith Traditions
- Diversity
- Practical Wisdom
- Scholarship
- Vocation

CAP Components



- Humanities Commons

- Writing Seminar(s)
- History
- Philosophy
- Religious Studies

- Principles of Oral Communication

- Natural Sciences
- Mathematics
- Arts

- Integrated Social Sciences

- Crossing Boundaries

- Faith Traditions
- Practical Ethical Action
- Inquiry
- Integrative

- Advanced Studies

- Historical Studies
- Philosophical Studies
- Religious Studies

- Diversity & Social Justice

- Major Capstone

Efforts



- **Diversity & Social Justice Component**
 - 164 courses approved
 - Courses across all undergraduate academic units
 - DSJ Curriculum Fellows
 - DSJ Component Coordinator

- **Diversity ILG**
 - Component Coordinators
 - ILG Working Group

DSJ Curriculum Fellows



- Diversity & Social Justice Curriculum Fellows – Summer 2019
 - CAP partnered with Office of Diversity & Inclusion and the College of Arts & Sciences
 - Goal to provide faculty resources in developing and teaching DSJ courses
 - Fellows:
 - Jason Combs (CAS)
 - Erin Gibbemeyer (SOE)
 - Jivanto van Hemert (fmr. Stud. Dev.)
 - Tom Morgan (CAS)
 - Castel Sweet (Fitz Center/SBA)
 - Matthew Witenstein (SEHS)

DSJ Curriculum Fellows, continued



Domains/Dimensions Related to Diversity

- [Diversity Domains/
Dimensions](#)

(https://libguides.udayton.edu/ld.php?content_id=54979694)

- [Diversity Resource
LibGuide](#)

(<https://libguides.udayton.edu/cap-dsj>)

		BEGINNER (understanding of key terms and definitions)	INTERMEDIATE (development of skills needed)	ADVANCED (application of skills and knowledge)
INTERSECTIONALITY/POWER	<p>Intersectionality is a framework for conceptualizing interlocking oppressions based on the interconnected nature of historically and systemically oppressed, underrepresented and underserved groups. As identities do not exist independently of each other, intersectionality makes the complex convergence of overlapping and interdependent systems of privilege and oppression visible.</p>	<p><i>Demonstrate the vocabulary necessary to engage in diversity and social justice conversations.</i></p> <p>Students will investigate the different dimensions of identity, and be able to understand and apply key DSJ terms/language through diverse perspectives. Students will be able to understand the vocabulary necessary to engage in diversity and social justice conversations in a thoughtful and productive manner. In addition, students will consider how it can be linked in concrete manifestations to diversity, equity and inclusion.</p>	<p><i>Identify and articulate one's own positionality in relation to social systems and structures.</i></p> <p>Students will be able to analyze how culture and diversity are connected to structured inequalities, disproportionate power relations, systematic and social oppressions, and privilege, in both their contemporary and historical expressions. Students will also be able to describe how intersectionality shapes one's perceptions, understanding, and actions in interaction with others.</p>	<p><i>Apply the multiple relationships between intersectionality and power with an eye towards producing equitable change.</i></p> <p>Students will be able to apply concepts of intersectionality and power to multiple social contexts through perspective-taking exercise, reflection, and analysis. In addition, students will be able to critique differences in power and/or positionality using multiple aspects of identity as needed to respond to complex social situations and how these perceptions are perpetuated historically.</p>
SOCIAL JUSTICE/INEQUALITY	<p>Social Justice is the work to eliminate historic and systemic oppression and to build systems and cultures of human dignity where rights, accountability, equity, inclusion and access to the common good create conditions for people and communities to realize their full potential. (empathy)</p>	<p><i>Examine the term social justice from multiple cultures and intellectual perspectives.</i></p> <p>Students will be able to understand the difference between equality and equity, and key concepts and principles of the Catholic-Marianist intellectual tradition as they relate to diversity and social justice. Students will also explore different definitions of social justice in religious and secular social philosophical traditions throughout the ages.</p>	<p><i>Understand the ways in which social systems create and perpetuate social inequalities</i></p> <p>Students will assess how marginalized groups have been subject to injustice by current or past systems, institutions, or practices. Student will analyze systems, institutions, or practices that obstruct social justice. In addition, students will explore ways to interrogate and acknowledge historical influences of oppression and inequality to marginalized peoples, as well as how those systems are linked to current contexts and practices.</p>	<p><i>Develop equitable solutions to respond to injustices and inequalities.</i></p> <p>Students will be able to propose and pursue constructive and equitable responses to injustices. Students will be able to apply information and knowledge from the past to help create equitable responses in the present.</p>
BIAS/PERSPECTIVE	<p>Bias is prejudice in favor of or against a person or group that affects our perspective on how we view others, influencing our ability to interact with them via the assumptions that have been internalized during the process of socialization. Such beliefs can manifest themselves in multiple ways, including but not limited to implicit bias, stereotypes, and microaggressions. (Seen as normative)</p>	<p><i>Differentiate between the types of bias.</i></p> <p>Students will be able to differentiate between implicit bias and stereotypes. Students will also be able to define terms like microaggressions, implicit bias, and stereotypes</p>	<p><i>Engage in self-reflection and dialogue on one's implicit/explicit biases.</i></p> <p>Students will critically examine one's own biases, including both cultural biases and implicit biases, and will recognize that bias can manifest through attitudes and actions. They will also develop their own perspective and philosophy about DSJ, and how it applies to their personal and professional growth in concert with community</p>	<p><i>Constructively responding to bias in an equitable manner.</i></p> <p>Students will be able to demonstrate techniques and utilize tools to interrupt micro-aggressions and bias behaviors that adversely impact under-represented communities, and embody ally practices.</p>
INTERCULTURAL COMPETENCE	<p>Intergroup/Intercultural Competency is the process of listening, learning and reflecting to develop knowledge, skills, attitudes and commitments to engage across diverse groups in open, effective and socially responsible ways.</p>	<p><i>Understand the difference between universal and particular.</i></p> <p>Students will be able to define culture and explain the different dimensions of culture. Students will be able describe the way the universal functions as a normative lens that often disadvantages the particular, specifically in relation to majority/minority relationships across aspects of difference.</p>	<p><i>Engage in dialogue among persons with diverse experiences for the purpose of building mutual understanding.</i></p> <p>Students will be able to evaluate the effects on and potential changes to the cultures of marginalized groups by systems of injustice, backgrounds, values, cultures, and abilities. Students will explore through dialogue the perspectives of multiple stakeholders on a given problem, threat, or difficulty. In addition, students will be able to listen in an affirmative and empathetic manner while engaging others with civility and respect.</p>	<p><i>Engage different cultures to build equitable communities.</i></p> <p>Students will be able to devise and implement an equitable process for developing a solution in collaboration with people of multiple cultural groups or populations. Students will also be able to build meaningful relationships with people of multiple cultural groups or populations, especially those who might be marginalized or disadvantaged in a particular social context. In addition, students will be able to produce solutions that reflects the perspectives of stakeholder groups, especially those that might be marginalized or disadvantaged, and apply diversity as a source for creativity, productive collaboration, and growth.</p>

DSJ Coordinator



- Inaugural DSJ Coordinator, Youssef Farhat
 - Fall 2020
 - Dialogue across campus
 - Communications
 - Launched [DSJ website](https://udayton.edu/provost/cap/dsj.php) (<https://udayton.edu/provost/cap/dsj.php>)
 - DSJ Newsletter and Blog
 - Ongoing LibGuide work
 - DSJ Hangouts
 - Spring 2021
 - DSJ Hangouts
 - Student experiences survey
 - Course development and consultation
 - Ongoing collaboration with academic units

Diversity ILG Efforts



- Conversation among CAP Component Coordinators
 - Liz Mackay (Humanities Commons)
 - Cassie Secrease (CMM 100)
 - Chris Brough (SSC 200)
 - Youssef Farhat (DSJ)

Diversity ILG Efforts, continued



- Diversity ILG Working Group
 - Continuation of ILG working groups (Vocation, Practical Wisdom, and Community)
 - Launched Fall 2020
 - Co-chairs: Castel Sweet (SBA) and Tom Morgan (CAS)
 - Members: Merida Allen (MEC), Ione Damasco (Libraries), Youssef Farhat (CAS/CAP), Meghan Henning (CAS), Steve Herndon (Stu. Dev.), Natalie Hudson (CAS), Jay Matthews (CAS), Novea McIntosh (SEHS), Kirsten Mendoza (CAS), Jay Obermeyer (SOE), Tiffany Taylor Smith (ODI)
 - Engaging campus:
 - Benchmark institutions with successful scaffolded diversity-focused curriculums
 - Assess students' university experience with current curricular and co-curricular diversity offerings
 - Build campus-wide connections that foreground a complex and robust definition of diversity


Committee Structures



- CAP Committee (CAPC)
 - James Brill (SGA)
 - Anne Crecelius (SEHS)
 - Jon Fulkerson (SBA)
 - Heidi Gauder (Libraries)
 - Fred Jenkins (Libraries)
 - Andrea Koziol (CAS)
 - Drew Moyer (SGA)
 - Sabrina Neeley (SEHS)
 - Maria Newland (Registrar)
 - Michelle Pautz (CAP)
 - Danielle Poe (CAS)
 - Tim Reissman (SOE)
 - Bill Trollinger (CAS, CAPC Chair)
 - Scott Segalewitz (SOE)
 - Randy Sparks (SBA)
 - David Watkins (CAS)
- CAP Leadership Team (CAPL)
 - Erin Gibbemeyer (SOE)
 - Glenna Jennings (CAS)
 - Tim Keune (SBA)
 - Katie Lawless (SEHS)
 - Elizabeth Mackay (CAS)
 - Danielle Page (Stu. Dev.)
 - Danielle Poe (CAS)
 - Todd Smith (CAS)
 - Kelly Vibber (CAS)

Thanks and Ongoing Dialogue





- Continuing the conversation
 - go.udayton.edu/cap
 -  @UDayton_CAP
 - Talk with the CAP Office
 - Michelle Pautz, Assistant Provost for CAP, mpautz1@udayton.edu
 - Judy Owen, CAP Coordinator, jowen1@udayton.edu
 - Youssef Farhat, CAP DSJ Coordinator, yfarhat1@udayton.edu



Student Feedback from the Fall Academic Semester

Survey Created By: Senator James Brill, Senator Jake Jagels, Senator
Katie Kohnen, Senator Jacob Troutwine, Senator Michael Davies,
Senator Drew Moyer, Senator Brennan Mooney

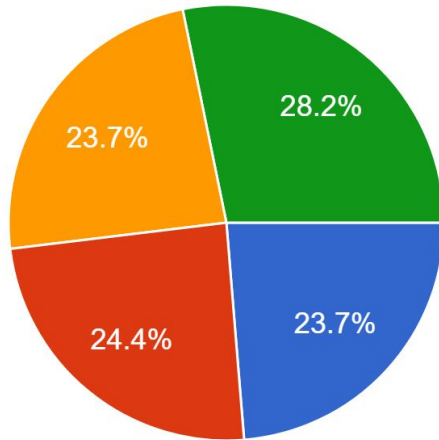


Summary of the Following Survey Results

- Mental health is an immense problem among students and students largely feel that the resources UD has to support them are not helping.
- The vast majority of students believe that UD should have a pass/fail system similar to what was implemented in the Spring 2019 semester.
- The vast majority of students do not feel connected to their professors and classmates this semester and believe their professors are not providing timely feedback on assignments/quizzes/exams.
- Workload is also a big issue among students. Students believe that they have an increased workload this semester compared to previous semesters.

What year are you?

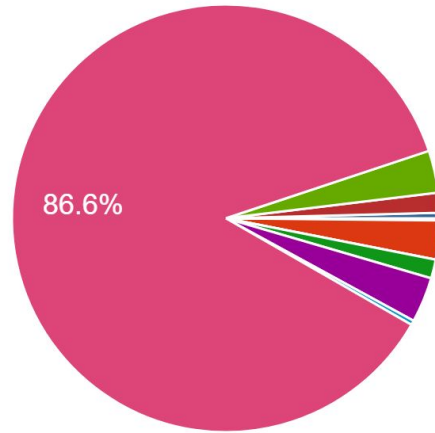
1,194 responses



- First Year
- Sophomore
- Junior
- Senior

What is your Race/Ethnicity?

1,194 responses

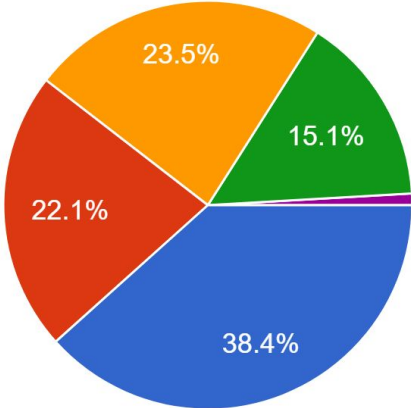


- Non Resident International
- Latinx/Chicanx/Hispanic
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

▲ 1/2 ▼

Which academic unit are you in?

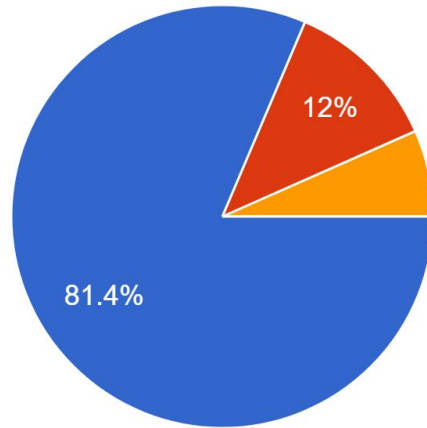
1,194 responses



- College of Arts and Sciences
- School of Business Administration
- School of Engineering
- School of Education and Health Sciences
- Undecided

What is your current living/learning situation?

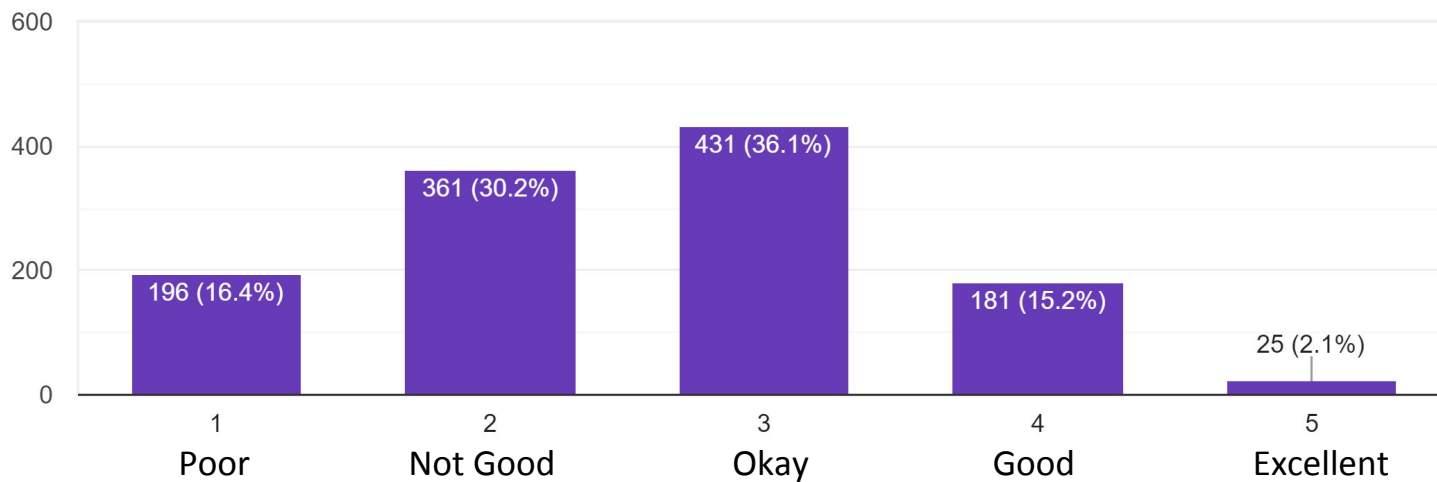
1,194 responses



- Living on campus
- Living near campus as a commuter student
- Living off campus as a fully-remote student

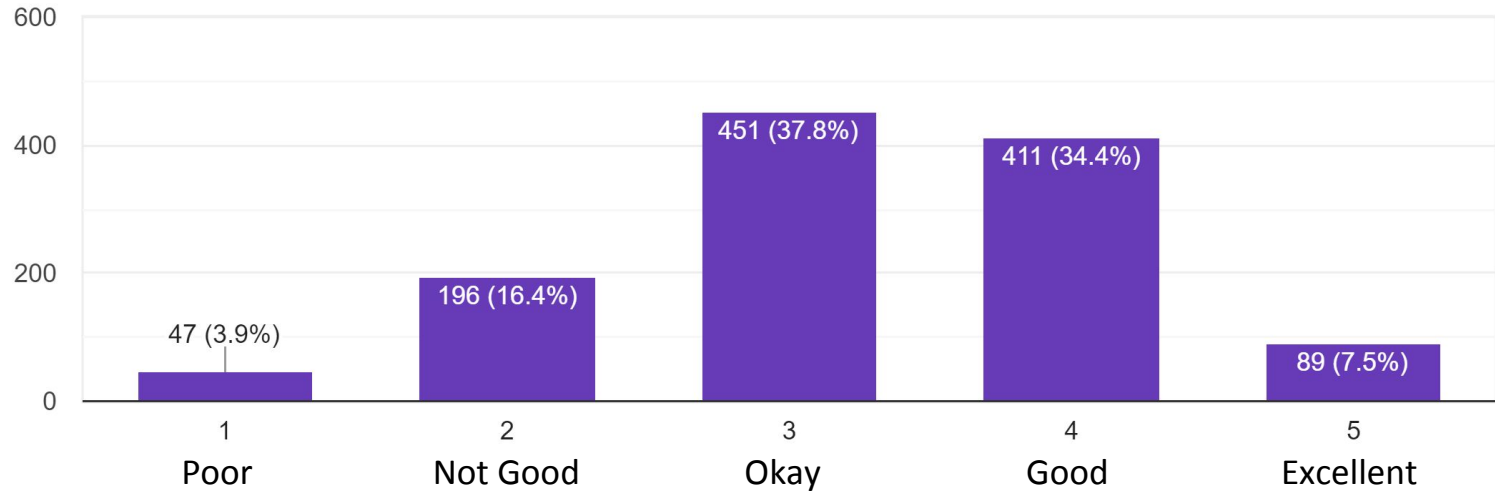
Rate how well you have been learning in your courses this semester in comparison to previous semesters.

1,194 responses



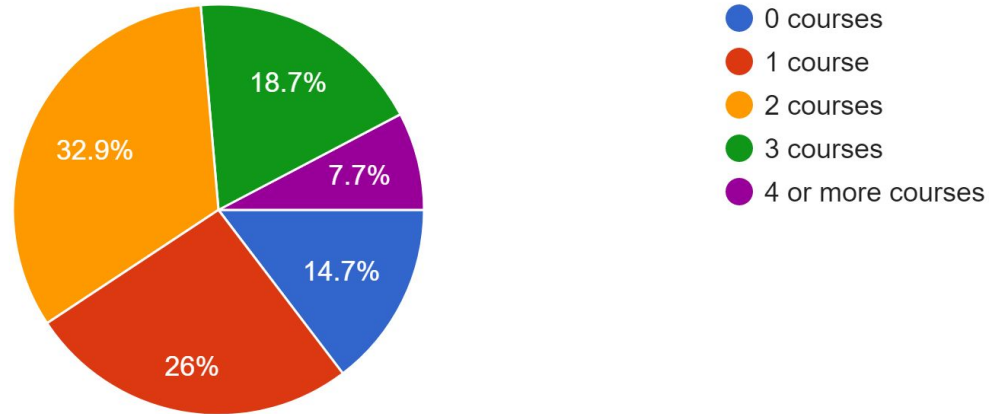
Rate how well your professors have been at using Zoom, Isidore, and other learning management tools in your courses this semester.

1,194 responses



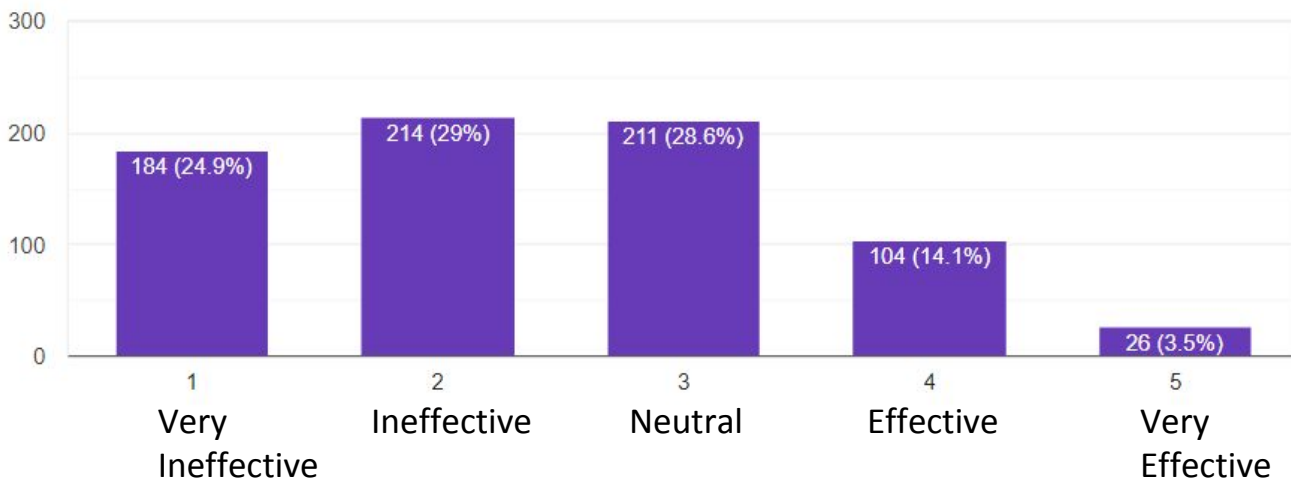
In how many courses this semester have your professors NOT provided TIMELY feedback and grades to you on your assignments/quizzes/exams?

1,194 responses



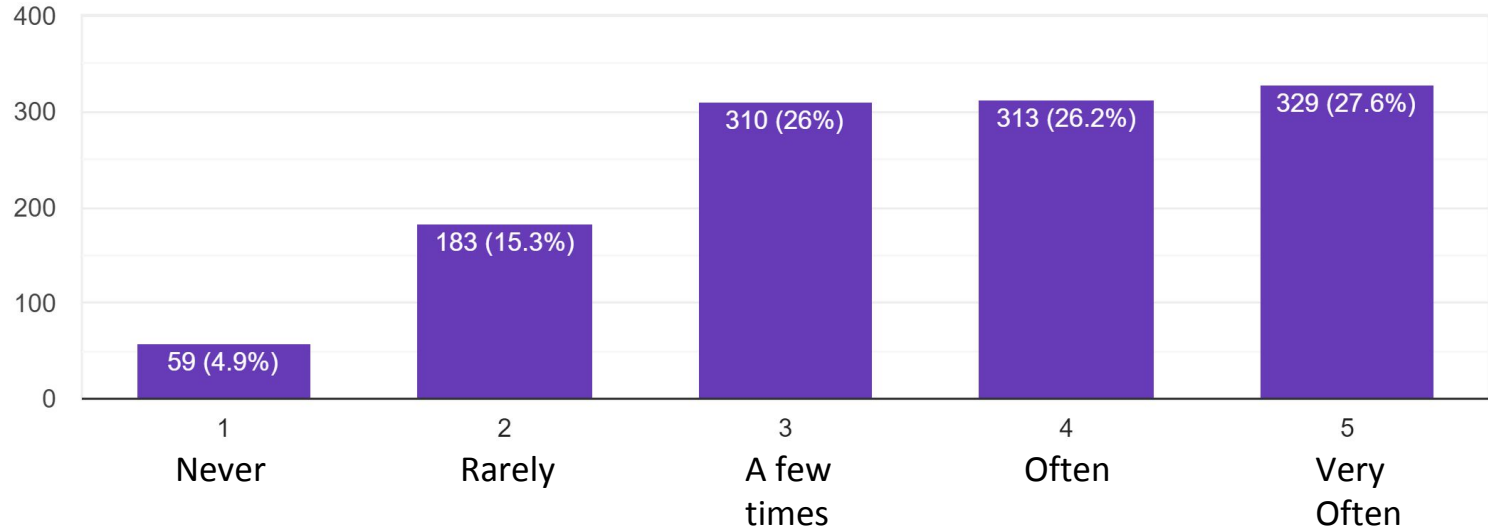
If you have experienced a "flipped classroom" this semester, please rate its effectiveness in terms of your learning of the course material and student workload. In a typical "flipped classroom", instructors have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice. If you have not had a "flipped classroom", please skip this question.

739 responses



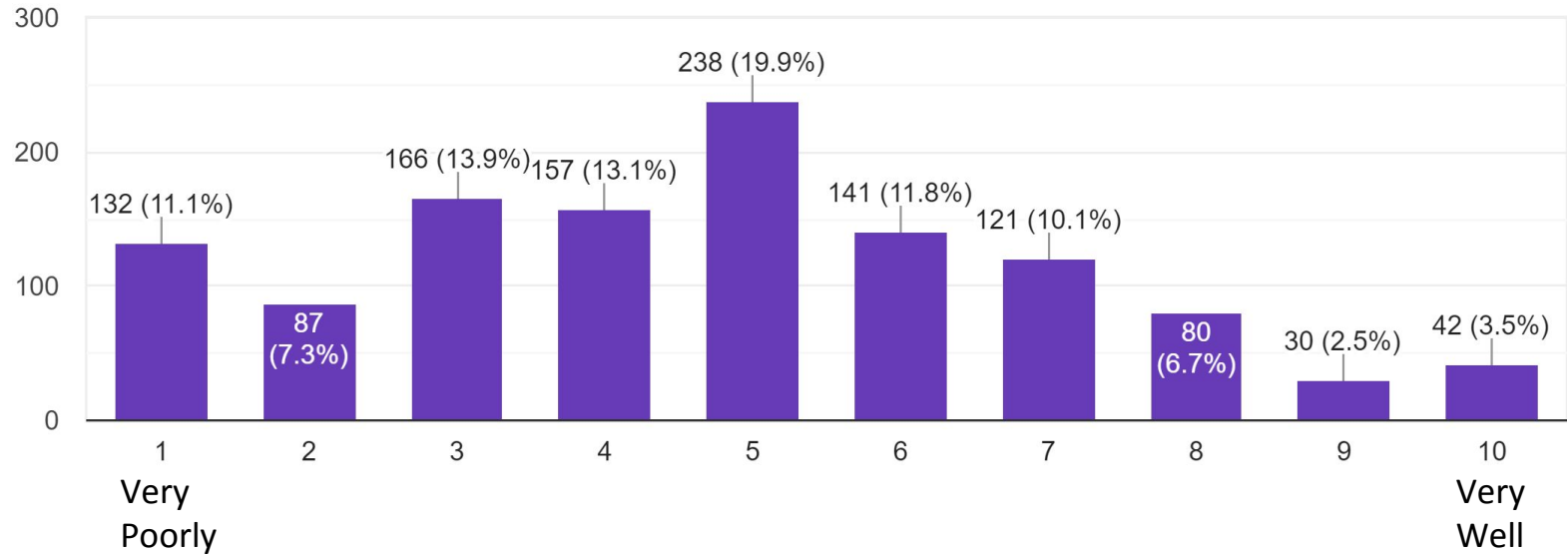
How often do you struggle with your mental health during a typical week this semester?

1,194 responses



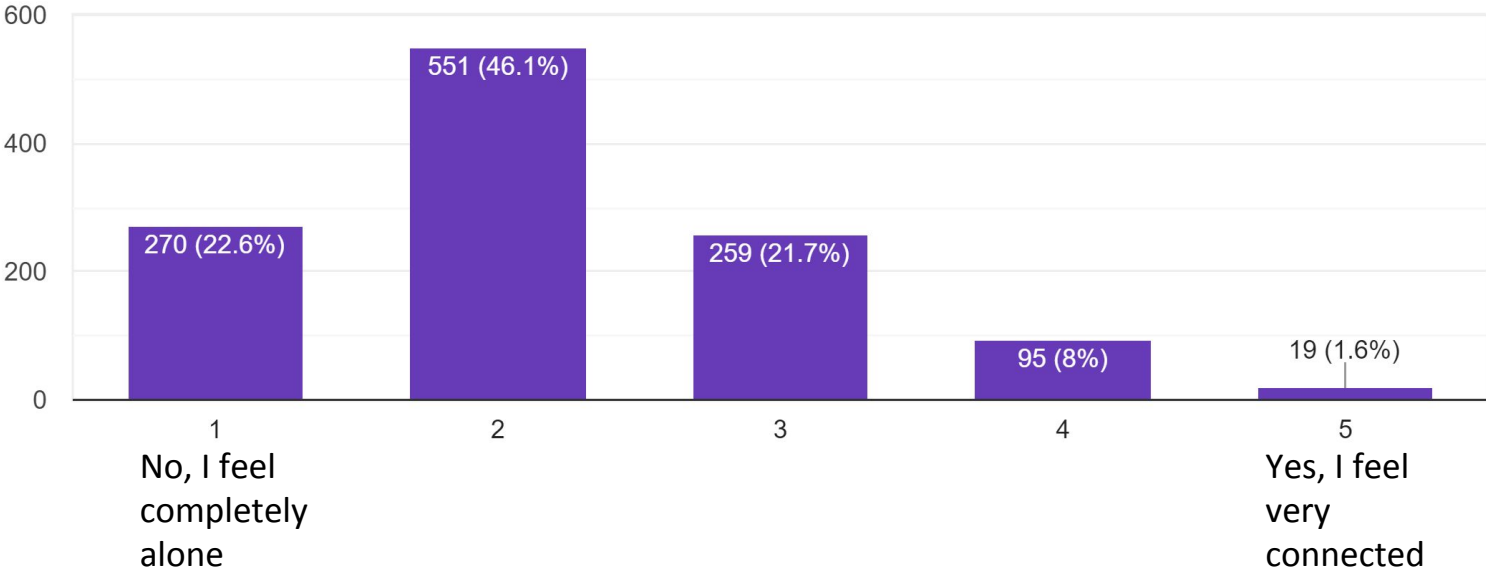
How well has UD supported your mental health this semester through its resources on campus?

1,194 responses



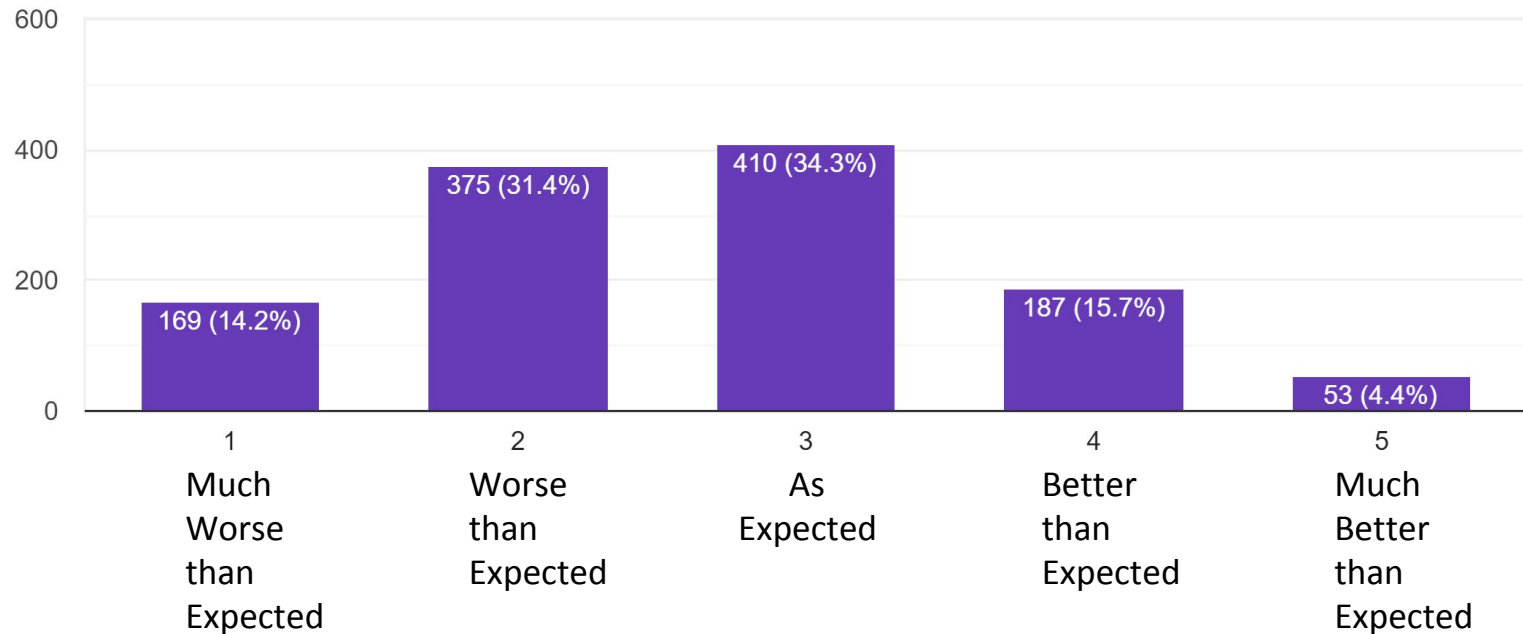
Do you feel connected to your classmates and professors in your courses this semester?

1,194 responses



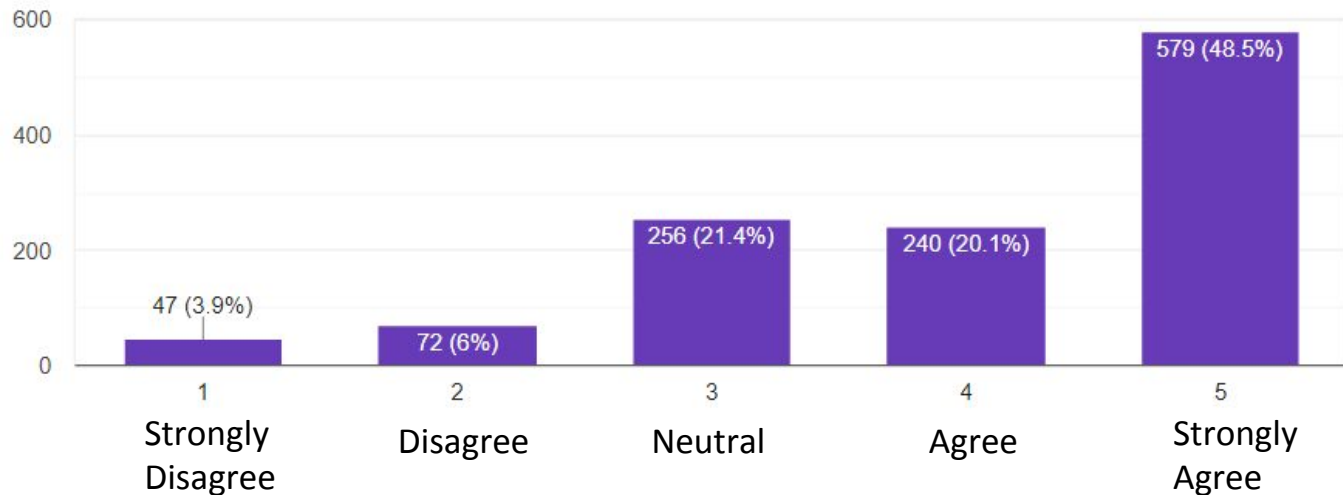
How well has this semester played out academically according to your expectations before the semester?

1,194 responses



Rate whether you agree or disagree with the following statement: UD should implement a pass/fail option for courses like what was implemented last spring semester. In the spring semester, students had the choice to complete a class or multiple classes on the Pass/Fail grading scale. Under the pass/fail grading scale, a student would need a C- or better to receive a passing grade.

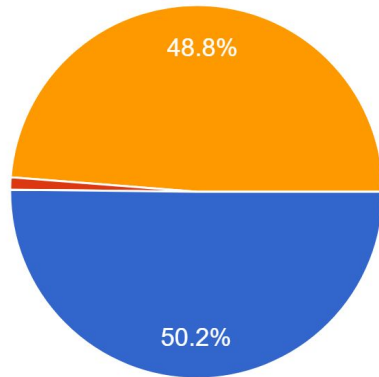
1,194 responses



Workload Question for First Year Students

Please pick which best describes your overall workload in your courses this semester.

283 responses

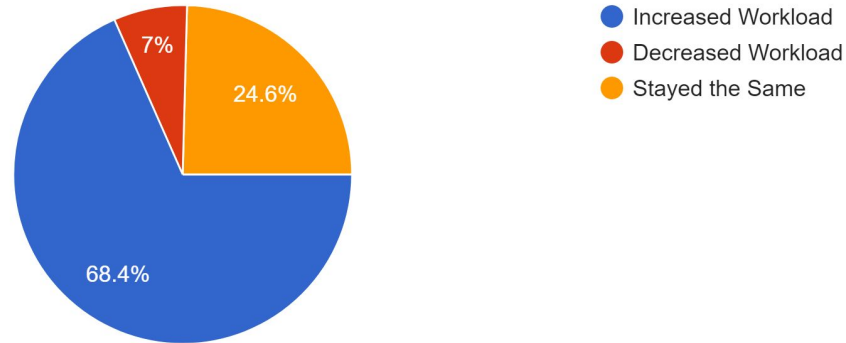


- Too much work
- Not enough work
- Just the right amount of work

Workload Question for Sophomores, Juniors, and Seniors

Has your workload in your courses this semester increased, decreased, or stayed the same in comparison to previous semesters?

911 responses



What have you liked most this semester in relation to academics?

Most Common Responses:

- Flexibility among professors
- Some Professors being understanding and accommodating
- The ability to re-watch zoom lectures
- Having some in-person classes
- The convenience that online classes provide
- Labs have adapted well
- Isidore pages being very organized so students can see the schedule of the entire semester
- Online quizzes/exams have been less stressful
- Students appreciate simply being able to be on campus this semester

What have you disliked the most this semester in relation to academics that you think needs to be changed for the spring?

Most Common Responses:

- The “mini-breaks” were not breaks at all, as students had to do a lot of school work on our days off
- Workload has increased a lot this semester and there have been more “busy work” assignments
- There is a lack of connection and engagement with professors and classmates
- Students dislike watching lecture videos outside of class time (flipped classroom) and dislike learning asynchronously
- Learning through Zoom and online is much more difficult and challenging to stay focused
- Communication from professors was often lacking and they often didn’t provide feedback on assignments
- Students have disliked that there is not a pass/fail system like in the Spring semester

Question about the quarantine process and what can be improved with it

Most Common Responses:

- Inconsistent and confusing communication from contact tracers, case managers, health center, etc.
- Need more options for food and drinks and the ability for students to order the food and drinks they want
- Quarantine exacerbated mental health issues
- Some professors were understanding and accommodating, but many other professors were not

Our Recommendations for Immediate Improvement

- Allow for Pass/Fail, at least for non-major courses and CAP courses
- Workload
 - Explicitly discourage professors from assigning work to be completed over mini breaks; do not allow professors to have assignments due during these breaks
 - Explicitly discourage professors from requiring exams to be completed outside of class time/over the weekends without cancelling a class or otherwise granting reprieve
 - Remind professors who are instituting the “flipped classroom” approach that this approach often means double the time commitment for students
 - Add three to four more “mini-breaks” to make up for the days lost to the cancellation of Spring Break
 - Explicitly encourage professors to be clear, consistent, and explicit about due dates and expectations for their courses. It is difficult for students to keep track of all of their due dates/assignments when they’re not in class and when a professor has assignments due at class time, 5pm, 11:55pm, 8am, Sunday evenings, and/or other times.

Our Recommendations for Immediate Improvement

- COVID-19
 - We have been under similar anti-socializing regulations since August despite maintaining a Green-Level 2 status for months. It is essential for the mental health of the students (and the retainment of students) to allow for some socialization, as many other peer institutions have done, while still remaining vigilant of the dangers of the pandemic.
 - The “no visitors inside houses/dorms” must be loosened (perhaps 4 people per dorm room). Few students are following this rule, and the students who do try to adhere to this rule are suffering mentally.
 - We must continue to allow more intramural sports and activities such as these.
 - More surveillance testing, faster and more efficient contact tracing, and a more organized housing department that quickly responds to COVID cases before isolation periods end would minimize the risk of increasing opportunities for socialization
 - The counseling center, professors, and other faculty should take special care to reach out to the first-year and second-year students, who are most likely suffering the most during this time of COVID-19
 - Next semester, offer free and quick exit-testing for students during move-out to decrease spreading disease to students’ families

Our Recommendations for Immediate Improvement

- The University must follow through and be consistent with their rules, protocols, and guidelines during the pandemic. If students are going to get assigned a caseworker, the caseworker must be in contact with the student within 24 hours after receiving the positive result. The student must be in contact with the caseworker daily, and the Housing Department must be kind, respectful, and quick when moving students outside of their homes. Students quarantining should receive contact by the counseling center daily, as the physical health of students in quarantine is not the only concern.
 - Close contacts should not be moved to the same quarantine floor as known positives. Close contacts should not be sharing bathrooms with known positives.
 - Entire houses that have been identified for quarantine should be able to quarantine together in their own home. This has not happened and has caused massive confusion, inconsistencies, and inefficiencies.
 - Students should be delivered quality food and drink every day, on time and regularly. Some students have been forgotten about and not served food some days.

Our Recommendations for Immediate Improvement

- Other
 - Students have been saying it again and again: expand the counseling center. Those working at the counseling center have been under much stress this semester, and it is clear that the counseling center in its current state is not able to address the needs of the student - and staff - population. Student mental health and morale are concerningly low, and the administration has the power to change this. Expand mental health services, increase psychologist interactions with students (especially those in quarantine or ill), and decrease waiting times for scheduling an appointment.
 - Many professors have been complaining to their students about being on campus at all. If possible, please discourage faculty members from making the students feel unwanted/unwelcome on campus.
 - Keep in mind that many PATH point events are also online, contributing to hours of screen time every week beyond academic classes. We have heard many complaints about the push for earning PATH credit despite the fact that many students are just trying to keep up with their classes, jobs, and self-care. The student body's distaste of the PATH point system has only been increased during this pandemic.