

Fall 9-24-2021

2021-09-24 Minutes of the Academic Senate

University of Dayton. Academic Senate

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Minutes
 Meeting of the University of Dayton Academic Senate
 24 September 2021
 Zoom, 3:30-5:15 p.m.
 Sam Dorf, President

Present: Sam Dorf (President), Carissa Krane (Vice President), Lee Dixon (Secretary), Jason Pierce, Sharon Gratto, Neomi DeAnda, Sayeh Meisami, Grace Pierucci, Ryan McEwan, Art Busch, Katherine Kohlen, Grant Neeley, Greg Elvers, Jenna Borrelli, Sarah Webber, Jay Janney, Jon Fulkerson, Harold Merriman, Mary Ziskin, John White, Philip Appiah-Kubi, Allison Kinney, Camryn Justice, Andrew Strauss, Carlos Bernal, Craig Looper, Jim Farrelly (Faculty Board Guest), Kathy Webb, Maureen Anderson, Jennifer Dalton, Molly Keane-Sexton, Joanna Abdallah, Paul Benson, Dan Reyes,

Absent: Andy Slade, Trevor Collier, Madison Woodrum, Alison Carr-Chellman, Laurel Bird, Andrew Sarangan, Margie Pinnell, Andrea Wells

Guests: Jane Koester, Andrew Moyer, Anne Crecelius, Danielle Sofer, David Wright, Judy Owen, Jerome Yorke, Corinne Daprano, Julie Fisher, Julio Quintero, Laura Leming, Julia Randel, Leslie Picca, Lissa Cupp, Philip Anloague, Ryu-Kyung Kim, Harold Merriman, Shauna Adams, Suki Kwon, Susan Brown, Tereza Szeghi, Tiffany Taylor Smith, Amy Anderson, David Wright, Deb Bickford, Elizabeth Groppe, Jackie Arnold, James Olive, Jana Bennett, Mary Fisher, Katie Kohlen, Shannon Driskell, Simon Robins, Stephanie Shreffler, Treavor Bogard, Yvonne Sun, Andrew Horner, Trip Glazer, Sandra Furterer, Lawrence Burnley, Michael Krug, Jayne Whitaker, Carolyn Phelps

Agenda Item	Minutes	Material (appended)
Opening Prayer Neomi DeAnda	Neomi prayed	
Minutes (vote) - April 30, 2021	Minutes vote: Approved 22 in favor, 0 opposed, 1 abstain	
Welcome to Senate Speaker: Sam Dorf, Senate President	Sam Dorf shared slides with AS that described the composition of the Senate, its legislative authority, its legislation consultation, its priorities for the year, its committees and their chairs, when they meet, etc. (see appended slides)	
Outlining Process for Full Faculty Votes in Fall 2021	Sam Dorf outlined the process for the upcoming full faculty votes: Amendments to the Academic Senate Constitution; Amendments to the University Promotion and Tenure Policy	
Assessment Report Speaker: Deb Bickford, Associate Provost	This is an annual report that is delivered to the AS. University Assessment Committee representatives. Deb described a shift from collecting uniform quantitative data within the units to collecting richer narratives/stories that explore how these assessment projects have improved learning and teaching. The hope is that assessment will be used developmentally	UAC 2020 Annual Report

	and generate curiosity. Deb provided some examples. Brief discussion followed.	
SGA Update Speaker: Drew Moyer, SGA President	Drew shared the SGA’s work over the last year, its membership and who the members represent, as well as its goals for the upcoming year, including increasing SGA transparency with the student body and developing relationships with UD administrators, faculty, and staff. Drew also shared some upcoming SGA events and projects. Questions and discussion followed.	
“Inclusive Excellence, what can it look like?” Speakers: Inclusive Excellence Academy -Tiffany Taylor Smith and Suki Kwon	Tiffany and Suki Shared Office of Diversity and Inclusion’s vision and mission, the definition of inclusive excellence, and the definition of intercultural competence. They also shared regarding the Inclusive Excellence Academy, its collaboration with departments and units, and examples of Inclusive Excellence in teaching, research, and service. They shared what ODI has been doing since 2018 and where they are now. Suki went over FAQ’s that faculty often have regarding their work and how it relates to Inclusive Excellence. Suki shared examples of what engaging in Inclusive Excellence in the areas of Research, Teaching, and Service can look like. Suki also shared resources for service and teaching. Questions and discussion followed.	
Committee Reports APC—Neomi DeAnda FAC--Carissa Krane SAPC-- Sharon Gratto ECAS—Sam Dorf	Reports sent to Lee Dixon	Committee reports
Announcements Speaker: Sam Dorf, Senate president	Sam follow with some announcements, including Full Faculty votes, CSIT nominations, etc.	

UAC 2020 Report

The University Assessment Committee (UAC) believes that ongoing assessment is critical to meeting the University's mission of continuous improvement of learning and teaching. This document is intended to apprise the campus community of the University's collective, ongoing efforts to improve learning and teaching. The committee encourages readers to provide feedback on the structure and content of this report, as well as questions, suggestions, and concerns about assessment and its role on campus. Please address your comments, suggestions, and questions to uac@udayton.edu.

A New Approach to University Level Assessment Reporting

The 2020 UAC assessment report represents a significant departure from previous years. For the last several years the UAC submitted a report which contained a standard chart, filled in for each unit represented by a UAC member, intended to catalogue the courses or experiences where assessment had happened or was planned related to the University of Dayton Institutional Learning Goals (ILGs). These charts were complemented by brief statements with bullet points describing key projects. This approach did an excellent job of summarizing the amount of assessment related to the ILGs happening across the University but revealed little about the nature, quality, or impact on student learning of these assessment practices. A standardized reporting system was discordant with the highly dissimilar assessment approaches within units, inspiring a desire to shift to an approach that would embrace these differences rather than diminish them. Furthermore, the university level reporting was largely duplicative with accreditation and program review processes within units, causing units to bypass providing information that was better and more completely catalogued in their internal reports. Finally, accreditation bodies, including the Higher Learning Commission, have increased their focus on the use of assessment to improve learning rather than just the existence of assessment—a welcome advance, but one that fit imperfectly with our previous reporting approach.

In response to these observations the UAC entered into a process to overhaul its annual report, and the reporting requirements that supported it, to better complement existing activities within units and to emphasize the values and purpose of the UAC. Beginning in Fall 2019, the UAC conducted a series of discussions that emphasized three goals for this report including: capturing the complexity of evidence informed improvement, representing the diversity of assessment practices within units, and aligning to the committee's objectives of advancing a university culture and set of practices associated with improved/transformed student learning and teaching practices. Achieving these objectives involved a shift from collecting preordained, uniform information across units to collecting richer narratives that went beyond describing the existence of assessment projects to identifying the interrelationships between assessment and teaching and exploring how these projects did or did not influence teaching and learning. In essence, the UAC changed from collecting quantitative data on assessment within the units to qualitative data in the form of stories capturing the most impactful examples of how assessment advanced continuous improvement in teaching across the University. We hope that by moving to richer and more detailed information we can increase communication about assessment overall and potentially position successful projects as sources of inspiration for others' assessment and teaching practices.

In order to create this year's report each UAC unit representative collected one or more stories from within their unit that represented the best examples of assessment that meaningfully influenced teaching and learning. These profiles were to be detailed enough to include contextual information, describe the assessment approach, briefly summarize any findings, and discuss or document the change process that took place as a result of reflection on those findings. Because change processes often take longer than a single academic year, some of these stories related to assessment projects that collected data in previous years but led to change more recently. Members sought stories related to the ILGs, in some cases

involving assessment projects that directly investigated the ILGs. They also documented stories focused on other learning goals. Zooming out to focus on assessment processes in story form, rather than if educators were meeting their own objectives, should help establish the norm that assessment will be used developmentally, potentially overcoming fears that assessment will be used punitively which have enervated efforts to create a culture of assessment.

This report organizes these stories by unit and presents them without editorial comment or thematic analysis. The UAC will consider additions to future years' reports including a thematic analysis or investigation of more specific issues or dynamics related to assessment and student learning. Because these reports will no longer contain mostly the same information year-over-year, it is hoped that the content of reports over multiple years will be able to be combined for a more detailed view of assessment practice at the University.

An additional advantage of this shift in focus and content is that this report is no longer the sole means of communication between the UAC and the wider University community. The UAC is exploring multiple mediums and potential communication challenges where these stories could be included in order to more frequently and directly further the conversation about the importance of assessment to teaching and learning while highlighting some of the best examples of its impact on our community.

We encourage you to review this report in alignment with the spirit with which it was written. Pick a unit or an assessment project that interests you, skip directly there, and get reading. Please don't hesitate to reach back out to us at uac@udayton.edu with your questions, reflections, or with stories you would like to see highlighted in future years' reports.

Unit Assessment Stories Submitted During Academic Year 2019-20

School of Business Administration

While some of SBA's examples pertain to assessment at a program level, the assessments themselves may be transferable to individual course assessment practices.

- - [Interdepartmental Cooperation in Assessment: REL 368 and PHL 313](#): Illustration of how a single assessment can be used for multiple course objectives. Students read a case study and then write a brief essay in response to a specific prompt. The essays are evaluated first according to how well course content is applied to the writing prompt; learning is demonstrated by the applicability of the application. The essays are evaluated second for quality of writing, including structure, composition, and grammar as parts of effective communication.
- - [Multi-Section Course with Very Large Sections: ECO 203](#): Illustration of assessment in multiple sections of a course where some sections exceed 150 students and others have fewer than thirty students. The course also draws students from multiple majors in multiple academic units. This example was selected to show that large class sizes or multiple sections need not be an impediment to effective assessment. The assessment asks students to respond to a prompt after reading an assigned article relating to course material. Using Isidore to track participation, all submissions are graded for completeness and seriousness of response. Isidore selects a random sample of responses to evaluate more deeply for content and learning. This approach permits the use of a writing prompt in a way that limits instructor time commitment.
- - [Dual Uses of a Single Assessment Measure: Student Essays](#): Illustration of SBA assessment of theory based ethical reasoning that shows that working across disciplines and units with highly dissimilar academic traditions can still produce effective assessments. The assessment is applied to all SBA students, who must complete the Senior Business Knowledge Exam. The initial ethics

question related poorly to the content of the ethics courses, which are both delivered by faculty in the College, not the SBA. Therefore, the SBA asked the teaching faculty, from Philosophy and Religious Studies Departments, to design a prompt and assessment criteria consistent with their course learning objectives and the content of the actual courses taught to SBA faculty.

School of Education and Health Sciences

- [Collaborating with Families, Professionals and Agencies](#): EDT 344 is a group assignment requirement, designed by Dr. Shauna Adams, for all early childhood majors who take the course in either their sophomore or their junior year. A semi-structured interview tells the story of assessing student work that informs the community while demonstrating principles of good family engagement that also incorporates family engagement research.

School of Engineering

- - [Electrical and Computer Engineering: ECE 201 Using Pearson's Mastering Engineering Online Service](#): Incorporated new tools to course from publisher. The tool improved student learning and addressed historical issues by giving timely feedback for homework assignments.
- - [Engineering Technology: IET 322](#): Observation of need to upgrade curriculum, analyzed similar external programs, added a new course. Further assessment to come.
- - [Mechanical and Aerospace Engineering: MEE 214: Programming for Mechanical Engineers](#): Observation of burden of course to satisfy two, distinct, objectives, introduction of earlier course to address one of the objectives at an introductory level. Further assessment to come.
- - [Chemical and Materials Engineering: CME 430-431](#): Observation of a deficiency in P&ID skills of students in CME, introduction of additional training, strong positive feedback from stakeholders, loop closed.

University Libraries

- - [Exhibits and Student Learning](#): This is a study of student participation and learning through Aviate programs based on two exhibits, the annual At the Manger crèche exhibit and the travelling Cellblock Visions exhibit of artwork by incarcerated persons. Students completed worksheets which were used to assess the impact of the exhibits.
- - [Research Skills Assessment: HST 280 and HST 329](#): Professor Heidi Gauder assessed students' ability to identify appropriate primary and secondary sources for research projects. Analysis of student bibliographies suggested modifications to improve student understanding of primary sources.
- - [Research Workshop for Religious Studies Graduate Assistants](#): Professor Stephanie Shreffler uses pre- and post-workshop surveys to assess students' knowledge of research skills. She has regularly used these to modify content and approach.

Common Academic Program

- - [CMM 316](#): Dr. Jeff Griffin, in Intercultural Communication, describes his first experience with the CAP 4 Year Review process. Although he greeted the process with trepidation, he found the process to be "almost enjoyable" and he learned a lot about his students' learning.
- - [EDT 340](#): Dr. Novea McIntosh, Co-Program Director, Urban Teacher Academy, describes how the CAP 4 Year Review process for Educating Diverse Populations in Inclusive Settings helped her align various external accreditations and licensure requirements with the learning goals for the course and renew the course's emphasis on social justice and diversity.

- - **HST 359**: Dr. Janet Bednarek details how the CAP 4 Year Review process helped her re-evaluate the course learning objectives for the History of American City Planning and revise the CLOs to focus on the core and essential learning goals she has for students in this course.
- - **MUS 232**: In Integrating Music into the Elementary Curriculum, Prof. Dianne Kronour describes how the CAP 4 Year Review process helped her realize that students were not getting out of the course what she hoped. Accordingly, she rethought her learning goals in the course and made changes, including making time in each class for students to make music.

More information about the CAP 4 Year Review process can be found on the CAP website:
<https://udayton.edu/provost/cap/4-year-course-review.php>.

Student Development

- - **Brook Center**: In recent years, Brook Center staff have used EverFi survey data around student perceptions of sexual violence prevention to create tailored programming and interventions, as well as ongoing assessments. As a result, UD students have made positive strides in terms of content and attitudinal measures around sexual violence prevention, as compared to peer institutions and longitudinally at UD.
- - **Center for Student Involvement: Student Leadership Programs**: During 2019-20, Student Leadership Programs (SLP) in the Center for Student Involvement administered post-tests to measure the ability of students who attended their programs to compare their personal concept of leadership to the SLP Leadership Philosophy. Findings revealed that 98% of students who completed the assessments described leadership for the common good in a way that aligned with at least one tenet of the SLP philosophy.
- - **Dean of Students Office: Case Management**: During 2019-20, the Dean of Students Office scored case manager notes from student responses to prompts around self-care. 90% of scored students were able to articulate three positive self-coping or support mechanisms to use when overwhelmed or stressed.
- - **Multi-Ethnic Education and Engagement Center: PEERS Mentor Program**: In spring 2019, the Multi-Ethnic Education and Engagement Center (MEC) engaged in efforts to receive feedback on offerings, including the Program to Engage and Exchange Resources for Students (PEERS). Student responses provided positive feedback related to PEERS and also comments that students would enjoy more casual opportunities for students of color to build community. MEC responded by launching First Friday events and focusing on community building throughout programming.
- - **Housing and Residence Life EDC 402 Course**: During each fall semester, first-time Resident Assistants and Neighborhood Fellows enroll in EDC 402. In 2019, survey responses revealed that students in the course struggled to focus for a three-hour time block; enjoyed class sessions that provided opportunity for dialogue; valued discussions about privilege, identity, and oppression; and experienced similar levels of stress to their peers across campus. In fall 2020, Housing and Residence Life was able to successfully redesign the course in ways that addressed this feedback and allowed for remote learning during COVID-19.

FAC Report (submitted by Carissa Krane)

The FAC met weekly for two hours to develop strategies and mechanisms for information dissemination about the upcoming tenured/tenure-track faculty vote on DOC 2021-05 Revisions to the University Promotion and Tenure Policy. FAC subgroups are working outside of our formal meeting times to produce: 1. an Isidore site for information on the UPTP revisions; 2. A one page infographic summarizing the rationale for revising the UPTP revisions, and iterative and consultative process for revisions, timeline, what changed/remained, voting process and implementation post-vote (if approved); 3 FAQs; 4. Information about Unit-level processes for revising and approving Unit P&T policies; 5. a brief orientation video; 6. hosting information sessions; 7. email correspondence to be sent to chairs by Unit/division representatives; 8. Unit-specific engagement; 9. mechanisms for submitting questions through an anonymous Google form. The Isidore site is scheduled to go "live" automatically to all tenured/tenure track faculty the Monday Oct 11. Non-tenure line faculty and anyone at UD who would like to "opt in" to the Isidore site should contact a member of FAC.

ECAS Report (Submitted by Sam Dorf)

ECAS has met weekly since 20 August 2021. ECAS continues to prioritize discussion and consultation on: (1) tenured and tenure-line faculty votes on Senate Composition and revisions to the University Promotion and Tenure Policy (2) the formation of the Committee for Sustainable Institutional Transformation (CSIT). Action items from ECAS include: (1) approving charges to APC to review the Wellbeing Certificate Program, APC to work on CAP 5-year review, FAC to examine University Clinical Committee's end of year report, and SAPC to continue work on SET and expand work to include mitigating bias incidents in classroom (2) selecting faculty to serve on Human Resources Advisory Committee, University Elections Committee, CAPC, replacing senators to serve on ECAS, (3) reviewed UNRC calls for University Faculty Development Committee, and provided feedback on CSIT UNRC call (4) ECAS voted to support changes to midterm grading to include second years in AY21-22, (5) ECAS began discussing a draft policy to regularly review the composition of the Academic Senate. ECAS regularly receives updates from the Path Forward committee. The ECAS meeting time is Friday mornings 10am - 11:30am in KU 331.

SAPC Report (Submitted by Lee Dixon)

SAPC has continued its work from the 2020-2021 term. This has included continued work on the processes related to Academic Honor Code violations and suspected violations and the examination of how SET are used. We have also begun work related to a charge from ECAS related to SET use and classroom climate as it relates to bias. SAPC reached out to Deb Bickford and scheduled a time for members of the committee to meet with Chairs Collaborative regarding SET.