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2012-03-26 Minutes of the Executive Committee of the Academic Senate

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Approved

Minutes of Executive Committee of the Academic Senate

March 26, 2012

St. Mary's Hall Room 113B

Present: Paul Benson, Corinne Daprano, George Doyle, Jesse Grewal, Jonathan Hess, Emily Hicks, Antonio Mari, Leno Pedrotti, Carolyn Phelps, Rebecca Wells

Absent: Joseph Saliba, Andrea Seielstad

Guest: James Farrelly, Paul Vanderburgh

Opening Meditation: Emily Hicks opened the meeting with a meditation

Minutes: The minutes of the March 19, 2012 ECAS meeting were approved.

Announcements: The next meeting of ECAS is April 2, 2012 from 1:30-3:00 PM in SM 113B.

J. Hess announced that E. Hicks has been elected the chair of the newly reconstituted UNRC.

J. Hess reported that he had talked with Tom Westendorf about the university calendar. There is still a calendar committee, however the 4-year plan they passed means that during this time period they simply follow the same calendar during that time period. Members of ECAS questioned whether the 4-year plan for the academic calendar had actually been approved by ECAS. J. Farrelly agreed to research the Feb./March 2010 ECAS minutes to see what ECAS had voted to approve.

J. Hess reported that the Provost's Council addressed some important issues last week including:

1. *Facilities* -- The finance committee has approved a budget to do exterior work and windows on

the library and science center, as well as renovations in Chaminade.

2. *HLC quality initiative* -- Prior to our next site visit, the HLC is requiring that UD (along with all

other schools) choose a quality initiative and demonstrate substantial institutional improvement based on that initiative. The Provost's Council recommended an initiative related to CAP assessment. Pat Donnelly will consult with Sawyer Hunley, Deb Bickford, Don Pair, and others to develop a plan.

3. *Academic priorities* -- The Board of Trustees wants the administration to provide a plan for some academic initiatives that will be high priorities for UD. The provost wants initiatives that enhance pedagogy and invest in faculty and facilities. He will be consulting with deans and others to offer proposals that can be discussed with chairs and with the faculty to shape these priorities.

4. *Naming CAP* -- The Chaminade Academic Program (still CAP) has been floated as a potential name as well as the Marianist Academic Program (MAP). The Provost needs a name by the end of the semester.

J. Hess reported that the International Education Council (IEC) is looking at ways to improve educational transition and support for international students. There is agreement that this issue needs to be addressed as quickly as possible. Two committees, looking at academic advising and academic support offered a nice set of recommendations, and the IEC will now determine how to implement these ideas.

Old Business

November ASenate/Faculty Meeting. J. Hess proposed that since Dan Curran's schedule conflicts with the already confirmed November 16 date for the Faculty/ASenate Meeting that the meeting date be changed to November 9. E. Hicks suggested keeping the Nov. 16 date and using the meeting as a regular ASenate meeting since it no longer seems necessary to have a combined Faculty/ASenate meeting in November. J. Hess suggested having the combined meeting in January after the Board of Trustees meeting in January. ECAS agreed that there should be a combined (faculty/ASenate) meeting in January to discuss budget issues as well as the regularly scheduled ASenate meeting in January.

Workload Guidelines Document. J. Hess reported that FAC has some questions regarding procedures for the Workload Guidelines document. He also indicated that the FAC has been working on revisions to the Outside Employment Policy for faculty. L. Hartley will be meeting with Pat Donnelly and Legal Affairs to discuss the legal ramifications of the current faculty policy. This meeting is to determine if a 1 year patch can be made to the policy to allow FAC to continue working on possible revisions to the policy. J. Farrelly indicated he was in favor of tabling revisions to the Workload Guidelines and encouraging the FAC to work on the Outside Employment Policy revisions so faculty would not have to adhere to the staff policy next year. L. Pedrotti asked why faculty would have to adhere to the staff policy next year if revisions to the faculty policy were not completed this year. Why wouldn't faculty simply continue to use the current faculty policy?

J. Hess then asked members of ECAS who are also FAC members to indicate the status of the Workload Guidelines. P. Vanderburgh reported that the revisions to the document do not constitute a radical departure from existing workload guidelines but instead provide more clarity. R. Wells agreed that the revisions do not represent a radical change from the existing guidelines and that there are a few areas where there is still disagreement among the members of FAC.

There was agreement among the members of ECAS that means for faculty input regarding the document needs to be provided before the April ASenate meeting. J. Hess suggested sending the revised document to the entire faculty and asking them to send comments to ECAS and their senators.

BPM Doc. J. Hess reported that Brad Duncan would like to make some changes to the Appendix of DOC-10-01 (Amended). The GLC Executive Committee has approved the language in the attached document to be included in the upcoming graduate bulletin revisions. Since the language in the Appendix of DOC-10-01 (Amended) is not a statement of policy, B. Duncan is requesting that revisions be made to the Appendix of DOC-10-01 (Amended) before it is posted in final form without a vote by the ASenate. However, ECAS agreed that the changes do need to be voted on by the ASenate. Additionally, ECAS asked that the revised document be posted before the April ASenate meeting in a track changes format so that senators could easily determine where changes were made to the document.

Student senators. J. Hess reported that he, J. Grewal, and J. Farrelly met to discuss the issues pertaining to lack of student senators for fall. Two outcomes emerged: 1) students won't be able to vote on officers since we won't have any by the April meeting; and, 2) it would be a good idea if current faculty senators identified students who might enjoy serving on the ASenate and encourage them to run for office. As part of the ECAS report at the next ASenate meeting, J. Hess will encourage faculty senators to invite students to run for these important offices.

Student Evaluation of Teaching (SET). J. Hess indicated that Senate DOC 12-03 calls for the establishment of a SET Committee that will report to the ASenate but offers no recommendations on: 1) how to populate the committee; 2) a timeline for creating the committee; 3) a timeline for the committee's work; and, 4) oversight of the committee by ECAS or a standing committee of the ASenate.

J. Hess asked if it made sense to have a general call for SET committee members or recruit specific individuals for the committee. E. Hicks felt that the UNRC should not be involved in the selection of the committee members. L. Pedrotti suggested referring to the FAC for recommendations then having ECAS or the ASenate approve the committee members.

J. Farrelly suggesting populating the committee this spring so that they could pilot a revised SET instrument by the end of the 2012 Fall semester. E. Hicks agreed that it makes sense to populate the committee this semester so they can begin working this semester. J. Hess will ask Deb Bickford and Steve Wilhoit to forward the names of possible committee members to ECAS.

Standing Committee Idea. J. Hess suggested combining the APC and SAPC into a new standing

committee of the ASenate. The new committee would be a committee on Facilities and might be a productive means of consultation with the administration. P. Benson did not agree to creating such a committee since the committee members would not have much authority or expertise regarding facility issues. L. Pedrotti possibly having the consultative role of such a committee as part of an existing standing committee's work (such as the APC). E. Hicks suggested that it might make sense to have the vice president of the ASenate act as a liaison on consultation issues. The VP would then suggest issues that might be undertaken by the existing standing committee so that ECAS and the ASenate could be proactive in attending to faculty concerns.

University Promotion & Tenure (UPT). R. Wells expressed concern over a Memorandum of Understanding proposal regarding issues of promotion and tenure. The memo seems to create conflict between two committees (Academic Freedom and Faculty Grievances) in terms of who handles these issues and when. She agreed to check with J. Farrelly regarding the ASenate's role in this issue.

University Nominating & Recruitment Committee (UNRC). E. Hicks indicated that the UNRC is working to understand and delineate the roles of and relationship between the Elections Committee and the UNRC. The meeting was adjourned at 3:00 PM.

Respectfully submitted by Corinne Daprano

Standing committee work assignments. Below is an updated list of assigned standing committee tasks:

Task N/C Prev To Work due Due

*Consultation issue C ECAS ECAS Work to resolve issues ??

*Voting representation N Ad hoc Report and proposal Feb. 29

Faculty workload N FAC Report and proposal Mar. 2

Policy on outside employ N FAC Proposal ??

Committee membership C UNRC UNRC Complete the list April 2

Procedure clarification N APC Proc. for dept. change April

Tasks not yet assigned N/C Prev To Work due Due

SET committee

Tasks ongoing N/C Prev To Work due

Oversight of CAP dev N APC Hear monthly reports

Tasks completed by cmte N/C Prev To Work due Due

CAPC voting rights N APC Offer recommendation Aug. 30

Academic misconduct C ECAS S/APC Develop form Sept. 27

Intellectual property rights C FAC FAC Proposal Nov. 8

Titles/emeritus C FAC FAC Proposal Nov. 8

Launch voting rights cmte N ECAS Proposal Feb. 29

PA proposal N APC Review Nov.

*Faculty evaluation (SET) C FAC ECAS Purpose of eval (revision)

Academic misconduct C APC S/APC Develop instructions

*UNRC policy doc C UNRC ECAS Review final document

UDPPP proposal C APC APC Review Appendix A

GLC docs (3) N APC Review ??

Student honor code N SAPC Review for issues ??

A final revision requested for DOC-10-01 (Amended)

Brad Duncan, 3/19/2012

It was pointed out to me that not all BPM programs allow "double counting." While double counting of up to 6 credit hours is allowed, the BPM policy does not require it. For example, the Accounting/MBA BPM program does not allow double counting, but due to careful program coordination the two degrees can often be earned in 5 years. Moreover, as the Accounting/MBA BPM program meets all the expectations of approved BPM programs, students in the Accounting/MBA program qualify for the attractive tuition pricing agreement announced earlier in the academic year (see the Graduate School tab in Porches for details). For this reason, the GLC Executive Committee has approved the language shown on the second and third pages of this document to be included in the upcoming graduate bulletin revisions. Notice that nothing in DOC-10-01 (Amended) refers to what shall be presented in the bulletin regarding BPM programs, so I'm not seeking Senate/ECAS approval of that. However, I think it will be helpful if the language in the upcoming graduate bulletin and in the Appendix of DOC-10-01 (Amended) match. Since the language in the Appendix of DOC-10-01 (Amended) is not a statement of policy, but rather the taking points I use when discussing BPM programs with faculty, chairs and program directors, I respectfully request that the following revisions be made to the Appendix of DOC-10-01 (Amended) before it is posted in final form.

I Request This Be Deleted...

i) Bachelor's plus Master's (BPM) Programs: BPM degree programs allow qualified students at the University of Dayton to earn both a B.S./B.A and an M.S./M.A./MBA degree in an accelerated fashion. By allowing BPM undergraduates to take a limited number of graduate courses (up to 6 credit hours) which satisfy both undergraduate and graduate program requirements, BPM students can often earn a Master's degree with only twelve additional months of study subsequent to completing their Bachelor's degree. While BPM programs are often referred to as "5-Year" programs, completing both degrees may in some cases require more than five years of study. The total period of study will be influenced by several factors including whether or not a student changes undergraduate majors, participates in a co-op program, drops and re-takes multiple courses, or pursues a thesis option Master's degree. In any case, by allowing BPM students to "double count" up to 6 credit hours worth of graduate and undergraduate degree requirements they are able to complete their Master's degree at an accelerated rate.

I Request This Be Added...

i) Bachelor's-plus-Master's (BPM) Programs: BPM degree programs typically allow qualified students at the University of Dayton to earn both a B.S./B.A and an M.S./M.A./MBA degree in an accelerated fashion, often enabling them to earn a master's degree with only twelve additional months of study subsequent to completing their baccalaureate degree. This is achieved in part through careful program coordination, and in many cases by allowing BPM undergraduates to take up to 6 credit hours of graduate coursework to simultaneously satisfy both undergraduate and graduate program requirements. While BPM programs are often referred to as "5-Year" programs, completing both degrees may in some cases require more than five years of study. The total period of study will be influenced by several factors including whether or not a student changes undergraduate majors, participates in a co-op program, drops and re-takes multiple courses, or pursues a thesis option master's degree.

Nothing else in the Appendix of DOC-10-01 (Amended) should change.

Bachelor's plus Master's Programs: Graduate Bulletin Language

(Approved by GLC Executive Committee on 3/9/2012)

Add the Following

General Information Tab

V. General Academic Information

• Bachelor's-Plus-Master's Programs

Bachelor's-Plus-Master's Programs

Approved Bachelor's-Plus-Master's (BPM) degree programs typically allow qualified students at the University of Dayton to earn both a B.S./B.A and an M.S./M.A./MBA degree in an accelerated fashion, often enabling them to earn a master's degree with only twelve additional months of study subsequent to completing their baccalaureate degree. This is achieved in part through careful program coordination, and in many cases by allowing BPM undergraduates to take up to 6 credit hours of graduate coursework to simultaneously satisfy both undergraduate and graduate program requirements. While BPM programs are often referred to as "5-Year" programs, completing both degrees may in some cases require more than five years of study. The total period of study will be influenced by several factors including whether or not a student changes undergraduate majors, participates in a co-op program, drops and re-takes multiple courses, or pursues a thesis option master's degree.

Interested undergraduates are encouraged to consult with their Department Chair or Dean to learn more about BPM programs that may be available to them.

Admission to the BPM Degree Program

Admission to a BPM program will typically occur during the first semester of the junior year. However, a student may be admitted anytime subsequent to completion of 60 semester hours of undergraduate coursework and prior to being awarded the baccalaureate degree. Admission to a BPM program requires a minimum cumulative undergraduate grade-point-average (GPA) of 3.00. Continued enrollment in the BPM program requires maintenance of an undergraduate cumulative GPA of at least 3.00 and, when applicable, a graduate GPA of at least 3.00 as well. Individual programs may require additional or more stringent criteria according to their needs (e.g., higher minimum GPA's, standards for performance within the undergraduate or graduate program, or the completion of specific coursework).

Admission to the Master's Degree Program

Subsequent to admission to a BPM program, students must also apply for admission to the master's program through the Office of Admission. This application must be completed prior to enrollment in more than six hours of coursework intended for credit at the graduate level. Following review of the graduate program application, students who satisfy all standards for continued enrollment in the BPM program and who also meet all additional admission requirements that are normally associated with the intended master's program (e.g., satisfactory performance on the Graduate Record Exam), will be conditionally admitted to the graduate program. While conditional admission does not guarantee ultimate admission to the master's program, admission on regular status will typically be granted upon

conferral of the baccalaureate degree, provided that all requirements for admission to the master's program have been satisfied.

Transcript Considerations

Joint-degree graduate course hours will be credited to both the undergraduate and graduate degree program requirements. Transcription of graduate only degree credit will, however, be contingent upon matriculation into the graduate degree program. If a conditionally admitted student does not achieve regular admission to the graduate program, any graduate work already completed will be noted on the undergraduate transcript only.

Joint-degree graduate course hours will be shown only on the undergraduate portion of a BPM student's transcript and are included only in undergraduate quality point-average calculations. As a result, the graduate portion of a BPM student's transcript will show up to 6 credit hours fewer than would be otherwise shown and the final graduate cumulative quality-point average will be calculated based upon a correspondingly fewer number of graduate credit hours. The following notation will also be included at the beginning of the graduate portion of a BPM student's transcript:

"[Specific number] semester hours of graduate program requirements were satisfied as an undergraduate student."

Delete the Following

General Information Tab

X. School of Engineering

• Accelerated Master's Program

University of Dayton students who have demonstrated above-average scholastic achievement during their first three years of undergraduate work are eligible to participate in an accelerated program leading to a master's degree. The student may take graduate courses that satisfy master's degree requirements while finishing the bachelor's degree. All other School of Engineering and department/program requirements apply to the accelerated master's program. Undergraduate students who are interested in this program should contact their department chair.