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Academic Senate Minutes

Academic Senate

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Spring 2-16-2024

## 2024-02-16 Minutes of the Academic Senate

University of Dayton. Academic Senate

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## ACADEMIC SENATE MINUTES

**Meeting:** Friday, February 16, 2024

**Time/Location:** 3:30pm - 5:30pm – KU Ballroom

**Presiding:** Erin O'Mara Kunz, President of the Academic Senate

**Present:** Jackie Arnold, Vijay Asari, Art Busch, Ali Carr-Chellman, Jason Combs, Garrett Conti, Jacob Cress, Makayla Cripe, Lissa Cupp, Jennifer Dalton, Ione Damasco, Wiebke Diestelkamp, Jon Fulkerson, Tim Gabrielli, Greer Glover, Kayla Harris, Nancy Haskell, Melanie Hendrick, Lexie Kemble, Allison Kinney, Becky Krakowski, Erin O'Mara Kunz, Suki Kwon, Addison Masek, Vincent Miller, Danielle Poe (virtual), Rebecca Potter, Mary-Kate Sableski, Jusuf Salih, Julie Walsh-Messinger, Darlene Weaver, Hamed Zolbanin

**Absent:** Trevor Collier, Amanda Diforti, Precious Henderson, Gül Kremer, Harold Merriman, Joel Pruce, Garrett Sargent, Andrea Seielstad, Todd Uhlman, Jaina Utrup, Vicki VanZandt, Caroline Waldron, David Watkins

**Guests (in person):** Paul Haught, Sky Lantz-Wagner, Lee Dixon, Trip Glazer, Mérida Allen, Tiffany Taylor, Joy Kadowaki, Maureen Anderson, Sean Weaver, Carolyn Phelps, Meghan Henning, John Harrelson

**Guests (virtual):** Corinne Daprano, Gary Weik, Jane Koester, Kristi Cool, Michael Krug, Pam Young, Sarah McKnight.

Agenda Item	Action	Material
Call to order 3:31 (E. Kunz)		
Opening Prayer - Jason Combs		
Attendance – a sign up sheet was passed around		
Minutes—January 19, 2024	Approval	<a href="#">Draft of the January 19, 2024 meeting minutes</a>
Approved by unanimous consent.		
Announcements		
No announcements.		

<b>Unfinished Business from 01/19/2024 Meeting</b> <b>Committee Reports</b> APC–Nancy Haskell FAC–Art Busch SAPC–Tim Gabrielli ECAS–Erin O'Mara Kunz	Update and Discussion	
<p>Nancy Haskell for APC:</p> <ul style="list-style-type: none"> <li>Continuing on work regarding CAP 4-year review.             <ul style="list-style-type: none"> <li>Circulating draft model among constituents on campus.</li> </ul> </li> <li>Also considering proposal from Social Science chairs to allow other courses to satisfy the Social Science CAP requirement.             <ul style="list-style-type: none"> <li>Gathering feedback from stakeholders.</li> </ul> </li> </ul> <p>Tim Gabrielli for SAPC:</p> <ul style="list-style-type: none"> <li>Currently working on undergraduate course enrollment thresholds.             <ul style="list-style-type: none"> <li>Consultation is ongoing and at the point where working on draft based on the policy shared from the provost office that originated from the SBA</li> <li>Challenging to create something that works across the university.</li> <li>Working on a rough draft that considers background on policy, guidelines for implementation, and thresholds for enrollment.</li> </ul> </li> </ul> <p>Art Busch for FAC:</p> <ul style="list-style-type: none"> <li>Working on charge to review the workload policy (DOC-2012-09)             <ul style="list-style-type: none"> <li>Currently getting feedback through survey from professional faculty.</li> </ul> </li> <li>Working on a charge regarding changes to parental leave policies</li> </ul> <p>Erin O'Mara Kunz for ECAS:</p> <ul style="list-style-type: none"> <li>Received a proposal from social science chairs to modify social science CAP requirement and created a charge for APC.             <ul style="list-style-type: none"> <li>Because of the need for an immediate relief on SSC 200, ECAS felt it was necessary to come up with an interim solution for the problem of having too few SSC 200 sections</li> <li>For AY24-25, additional courses have been given emergency approval to count for the social science requirement.</li> </ul> </li> <li>Also approved the teaching reflection tool from TLC</li> <li>Developed charge for SAPC regarding minimum course enrollment policy.</li> </ul>		
<b>Bias-Related Incidents in the Classroom &amp; Report from the Institutional Bias-Related Advisory Committee</b> –Tiffany Taylor, VP for Diversity and Inclusion –Mérida Allen, Associate Dean of Students & Executive Director Multi-Ethnic Education and Engagement Center	Discussion	<a href="#">Slides</a>  <a href="#">ECO Flyer</a>
<b>Equity Compliance Office &amp; Mandatory Reporting</b>		

<b>In Academic Spaces</b> –Maureen Anderson, Executive Director for Equity Compliance & Title IX Coordinator –Sean Weaver, Assistant VP for Institutional Equity & Section 504 Coordinator	Discussion	
<p>The presentation is included in Appendix 1.</p> <p>Tiffany Taylor:</p> <ul style="list-style-type: none"> <li>• Excited to have this opportunity to present to Senate.</li> <li>• Noted that Institutional Bias-Related Advisory Committee (IBRAC) was founded to facilitate working together across campus regarding bias-related incidents.</li> </ul> <p>Mérida Allen:</p> <ul style="list-style-type: none"> <li>• Co-leader of IBRAC (with Tiffany Taylor)</li> <li>• Notes an increase in bias-related events across the country and in our community, particularly among under-represented group</li> <li>• UD created a report in 2019 recommending creation of a working group to create mechanisms to address bias-related actions on campus</li> <li>• The committee advises the president’s office on issues as they occur and identifies which issues require a response.             <ul style="list-style-type: none"> <li>○ Also supports diversity and equity initiatives on campus.</li> </ul> </li> <li>• Discussion of the three types of events they are involved with:             <ul style="list-style-type: none"> <li>○ High profile events on campus</li> <li>○ Patterns of behavior on campus</li> <li>○ Societal events that may call us to action</li> </ul> </li> <li>• In response to one of these events, the following types of things may occur because of this committee:             <ul style="list-style-type: none"> <li>○ Conduct evaluation.</li> <li>○ Identify what community expects as a reaction.</li> <li>○ Identify possible institutional responses.</li> <li>○ Make recommendations on who implements the response.</li> </ul> </li> <li>• The committee includes representation from across campus, including human resources, student development, legal affairs, provost’s office, office of diversity and inclusion, faculty, staff, and students.</li> </ul> <p>Sean Weaver:</p> <ul style="list-style-type: none"> <li>• Nondiscrimination at UD: 16 identified protected classes at UD plus “any other protected category” by law</li> <li>• Discussion of mandatory reporting:             <ul style="list-style-type: none"> <li>○ All UD employees, including student employees, are mandatory reporters, with the exception of doctors, counselors, and clergy acting in their official capacity.</li> <li>○ Basically, it is almost everyone’s responsibility on campus to report.</li> <li>○ If someone needs to tell you something that may require you reporting it, he recommends clarifying to people when you are a mandatory reporter.</li> <li>○ If someone doesn’t want to share things directly, there is a website for anonymous reporting.</li> </ul> </li> <li>• Discussed statistics on mandatory reporting for AY 2023-24:</li> </ul>		

- Top 3 categories for reporting were Sex/Gender, Not Protected Class, and Race.

Maureen Anderson:

- Discusses expectations that Equity and Compliance fixes the issue.
  - Contributes to finding solutions, but involves many people on campus.
- Not everything is a policy and part of the role of the office is to make sure the correct response occurs on campus.
  - ECO sometimes works with issues where things are not a policy violation, but they do take steps to respond even in these scenarios to address issues if possible.
  - Want to remedy effects and give people opportunity to address the concerns that were raised. Three parts: Prevent its recurrence; stop the behavior; remedy its effects.
- There is fear regarding retaliation if someone contacts the ECO office.
  - Prohibited by policy.
  - The office works to minimize likelihood of retaliation within legal obligations.
- Areas where ECO sees opportunities for faculty and students specifically:
  - SET remarks, managing bias incidents in the classroom, faculty support for handling class or departmental situations, working with deans, consultation.
  - Wants people to know that a report or call to ECO does not immediately lead to an investigation or response.
  - ECO is intended to be a neutral office. Can engage with both parties in a claim. But not a confidential resource; have a legal obligation to report some things.
- Have a biennial report on website, which includes statistics and guidance on reporting.

President Kunz opens the floor for questions from senators:

- E. Kunz: Can you discuss the anonymous reporting process? How can people follow up?
  - Website has instructions for anonymously reporting.
  - If you are reporting on behalf of someone, you will be asked to report who the person affected is.
  - Q: What are the consequences for not reporting?
    - Currently no consequences but as community members we are obligated to respond.
- Provost Weaver: Regarding supporting measures, could you summarize recurring questions from faculty when they receive notification that a student qualifies for supportive measures, particularly regarding boundaries? What should faculty expect?
  - For “life event” emails from Dean of Students, often feels like a vague request for providing flexibility. Supportive measure requests may be more specific.
  - One request from ECO may be around flexibility for due dates and attendance. Notes this isn’t retroactive.
  - We encourage students to speak directly with faculty about issues. Please try to work with students, particularly if this conflicts with aspects of the course that are important for the course.
- S. Kwon: If we heard something about another faculty and a student, does it go to ECO? (Yes.) Could you lay out what happens next?
  - You should contact ECO, but note that you may not be contacted with follow up.
  - ECO will reach out to the student and work with them to identify the best approach. A formal complaint may or may not be an option.

- Follow-up: Students don't always want to follow up, but are there consequences for multiple incidents?
  - Yes, if we see a pattern of the same behavior. A pattern in a faculty member will begin with contacting the provost's office and working with them to remedy the issue if possible.
- Follow-up: What if we are talking about years of comments, issues, problems with someone?
  - ECO has a system that documents every incident that is reported.
  - Response will depend on egregiousness of action if it isn't a violation.
  - System allows ECO staff to easily view quantity of complaints.
  - It is a complaint-driven process, but something doesn't always happen as a result. However, it is always tracked
- Follow-up: But how many complaints does it take to trigger a response?
  - It depends on the situation.
  - Believes US has a pretty low bar to trigger a response.
- E. Kunz: Regarding bias-related incidents in the classroom, how often are they happening? Is it more faculty doing things to students, students to each other? Or is it outside the classroom?
  - Believe we are seeing more as people feel more comfortable sharing now.
  - Maybe 3-5 incidents per semester.

President Kunz opened the floor for questions from the audience: No questions.

**Collaborating with the Office of Learning Resources regarding Student Accommodations**  
 –John Harrelson, Director of the Office of Learning Resources  
 –Lee Dixon, Associate Provost for Academic Affairs and Learning Initiatives

Discussion

[Materials](#)

The presentation materials are included in Appendix 2.

- The Office of Learning Resources (OLR) makes sure students receive accommodations for qualifying disabilities. The office is governed by section 504 of the Rehabilitation Act of 1973 and handles all accommodations on campus.
- Accommodations may affect all parts of a student's education experience: Classroom, testing, dining, housing, parking, medical transportation, emotional support animals.
  - Intent is to provide accommodations when there are avoidable barriers to education.
- Common concerns:
  - "Does OLR just give accommodations for everything?" More students are getting accommodations, but this is related to students being more willing to ask. The office often says no to requests—approximately 1/3 are approved.
  - "Do I have to accommodate everything in an accommodation letter?" Technically, yes.
    - However, you don't have to create new material that is unreasonable. For example, a PowerPoint deck that was presented in class should be shared with a student. But you don't have to give private notes.
    - Also, not all accommodations apply to every class.

- “Can I say “no” to an accommodation?”
  - Not if the accommodation can be easily met and it doesn’t fundamentally change the learning outcome of the course or the curriculum.
  - Yes, if the accommodation would fundamentally alter the learning outcome or the class curriculum.
  - OLR can help figure out if this makes sense on a case-by-case basis.
  - OLR can help apply a “reasonableness” test based on guidance from the Department of Education.
- Student should know what the expectations are for accommodations:
  - Students cannot expect accommodations with no advance notice
  - Accommodations must be listed in the notification letter.
  - Faculty can always seek guidance from OLR regarding accommodation.
  - OLR can help revise assignments, classroom activities, etc., to address unique student needs.
- OLR policies and practices are in place to help manage large caseload with limited resources.
- Recent change in notetaking accommodation has created some concerns with faculty:
  - OLR recently created a notetaker accommodation. This will appear in the letter for faculty.
  - Notetakers are hired from students already enrolled in the course.
  - Notetakers submit material anonymously and material is purged at end of the semester.
- How are medical accommodations approved?
  - Previously, students had to provide a lot of medical documentation to support an accommodation.
  - Changes in law have reduced that expectation.
  - Practice has become to evaluate accommodations on a case-by-case basis.
- Overall, goal of OLR is to ensure UD is compliant with federal law.

President Kunz opened the floor for questions from senators:

- V. Miller: Has practice address issues around mood or personality issues or disorders?
  - This topic has often been around whether someone with neural diversity needs accommodation. To the degree this creates learning issues, this is handled in the typical OLR accommodation process.
  - However, we do not have to accommodate disruptive behaviors.
    - OLR can provide advice on this and how it relates to accommodations.
  - For mood disorders or anxiety, there are limits to what we can do for accommodation. Recommend the CARE team for outreach when students appear to deviate from baseline behaviors.
- S. Kwon: Comment-Thank you for all the work at finals week.
  - Q: How to handle temporary accommodations?
    - For some things, medical accommodations are important and need to go through OLR.
    - For others, like a temporary illness, this does not require a medical accommodation and it is up to the faculty and student to decide how to approach it.
  - Q: Can being evaluated for accommodations be suggested by faculty?
    - Yes.

- H. Zolbanin: If students don't contact you, can we assume we don't have to do anything?
  - Students are given expectations to contact faculty directly.
  - It may be useful to encourage students to contact you, but in post-secondary education, students are expected to advocate for themselves.
- W. Diestelkamp: Regarding temporary accommodations, are faculty notified of expiration?
  - This is a persistent issue because temporary accommodations may not have a clear end date.
    - For example, concussions have an unknown duration.
    - Currently, OLR contacts a student every two weeks, but often get a poor response rate from students.
  - The practice is to treat accommodations as "active" unless OLR receives additional information, but all temporary accommodations expire at the end of the semester.
  - There isn't a notification of expiration.
- J. Arnold: Some students get early registration for accommodations. How is that decided? And how do advisors know about it?
  - It used to be common practice at many universities to give early registration for students with accommodations, but that is not the case anymore.
  - A UD, this accommodation usually depends on if there is a time component to the reason why they need an accommodation. For example, the timing of when they have to take medicine.
  - The accommodation is an hour difference on registration.
- E. Kunz: If student says a letter is coming but it hasn't come yet, what should we do?
  - Students only go to OLR for the first time to get an accommodation. After that, the letter delivery is student driven.
  - Pending accommodations are usually completed within an hour or so.
  - Students can print letters on their own.
  - Faculty can also log into AIM (on OLR website) to see all students you have with accommodations.
  - In general, there are not often delays in getting accommodation notifications out to faculty.

President Kunz opened the floor to questions from guests: No questions.

Motion to adjourn (J. Fulkerson, J. Arnold second).

- Approved by unanimous consent.

Meeting adjourned 5:07.

Appendix 1 – IBRAC presentation

Appendix 2 – OLR presentation

Respectfully submitted by Jon Fulkerson, Secretary to the Academic Senate.

# IBRAC & ECO: Understanding the Work



Academic Senate  
February 16, 2024

# Institutional Bias Advisory Response Committee (IBRAC)

Tiffany Taylor, Vice President for Diversity and Inclusion

Mérida Allen, Associate Dean of Students/Executive Director  
Multi-Ethnic Education and Engagement Center

# Institutional Bias Advisory Response Committee (IBRAC)

Creating an inclusive climate at the University of Dayton is everyone's responsibility. The Institutional Bias Related Advisory Committee (IBRAC) strives to provide consistent communication and accountability from the University in response to bias-related incidents.

IBRAC was launched following the [collaborative campus response to the May 2019 white supremacy rally in the city of Dayton](#). Since then, IBRAC's work has played an important role in UD's efforts to respond to bias-related incidents that occur on the UD campus, in the greater Dayton region and in our state, nation and world. A group of key administrators and campus partners who represent diverse areas of the campus community convene when bias-related incidents are reported or observed to identify the appropriate institutional response.

## IBRAC charge

Identify and monitor bias-related incidents and trends that occur on campus or in society and decide which of those need an institutional response. Also, engage those who should be involved and develop a plan for relevant or appropriate parties to carry out a swift and meaningful response that also aligns with and supports the ongoing work on diversity, equity and inclusion across campus.

# What IBRAC does

This group provides coordinated incident- and trend-driven consultation on incidents related to bias and hate. Generally, the committee will discuss three types of events:

1. High-profile incidents reported on campus through any source
2. Emerging patterns of behavior based on equity compliance complaints
3. Societal events outside of the University that impact campus or identity groups directly and/or whose magnitude calls us to action.

If a bias or hate related event occurs or trend emerges, the team will:

1. Conduct an evaluation of the incident/trend and its impact on campus members
2. Identify the community's expectation of impactful action
3. Identify and recommend a possible and appropriate institutional response
4. Make recommendations on who will implement the response

# Why IBRAC Connecting Mission and Action

## Main Idea

To create a safer, more inclusive environment for everyone at UD, especially marginalized communities who are more prone to experience bias on campus, while also establishing proper protocols to maintain a healthy campus community.

Institutional Bias Response  
Anti-Racist Action &  
Marianist Charism  
Concept Mapping  
University of Dayton

Educate for  
formation in  
Faith

Educate in  
Family  
Spirit

Provide an  
Integral,  
Quality  
Education

Educate for  
Service, Justice  
and Peace, and  
Integrity of  
Creation

Theory of  
Being

Educate for  
Adaptation  
and Change

## Example Institutional Responses for Bias Related Incidents

The Institutional Bias Response Advisory Committee exists to identify, discern and recommend university responses to bias-related incidents. Responses may vary based on the details of reported incidents, identified trends, scope of impact, etc. Some possible university responses include:

### To those directly impacted by incident



Wellness checks. One-on-one, small group, email, pastoral outreach, etc. by campus offices including Student Development, Equity Compliance, Public Safety, Multi-Ethnic Education and Engagement Center, Global and Intercultural Affairs Center, Office of Diversity and Inclusion, Campus Ministry, etc.



Campus support for those who identify or ally to identities targeted.



Prayer/solidarity gathering.



Story circles, restorative justice meetings, caucuses — campus-wide or with identified groups.



Listening sessions.

### To address issue in the wider community



Monitor and report on trends and make recommendations, including changes to university policies or practices..



Recommend educational efforts, including teach-in, Dialogue Zone, rally, etc.



Recommend action based on event, including increased security or response to property damage.



Long-term recognition of event anniversaries through prayer, continued work against bias, etc.



Campus communication to notify of event or trend, recognize impact, offer support and healing, etc.



Identify and pursue external partnerships to address issues with community partners, civic leaders, local religious communities, etc.



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# IBRAC Membership

## **PERMANENT**

- Human Resources
- Student Development
  - Dean of Students
  - Public Safety / Clery Compliance
  - Community Standards and Civility
  - Multi-Ethnic Education and Engagement Center
- Campus Ministry
- Enrollment Management
- Legal Affairs
- Equity Compliance
- University Communications
- Provost Office
  - Center for International Programs
  - Women's Center
- Office of Diversity and Inclusion
- Academic Representative \_Faculty and Administrative

## **PER CONTEXT**

- Faculty/staff/student guests as needed based on knowledge of relevant identity issues or events to be discussed or who have particular expertise, such as:
  - Office of Learning Resources
  - Affinity Groups
  - Enrollment Management
  - LGBTQ+ Services
  - Advancement
  - individual faculty/staff
- President's office liaison - invited as needed based on nature of the situation or extent of impact.
- Student groups

# Equity Compliance Office

Sean Weaver, Assistant Vice President for  
Institutional Equity/504 Coordinator

Maureen Anderson, Executive Director &  
Title IX Coordinator

# Who we are and what we do:



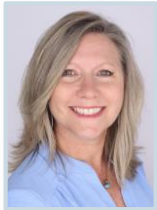
**Maureen Anderson**  
Executive Director & Title IX  
Coordinator



**Sean Weaver**  
Assistant Vice President for  
Institutional Equity/504  
Coordinator



**Spencer Izor**  
Associate Director of Investigations &  
Deputy Title IX Coordinator



**Stephanie Yadloski**  
Support  
Specialist



**Ali McGrath**  
Equity Specialist/  
Investigator



**Karen Kibler**  
Assistant Director for  
Coordinated Services



**Amanda Neuhauser**  
Assoc. Dir. of Education & Informal  
Resolution & Deputy Title IX Coordinator

# Equity Compliance Office: Marianist Hall (next to Print & Copy Services)



To help provide a learning and working environment at UD that is **safe** and **inclusive**, and free of **harassment**, **discrimination** and **sexual violence**.

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# ECO Mission

# Nondiscrimination at UD

“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.”

# ECO Policy Oversight

1. Nondiscrimination & Anti-Harassment Policy
2. Mandatory Reporting Policy

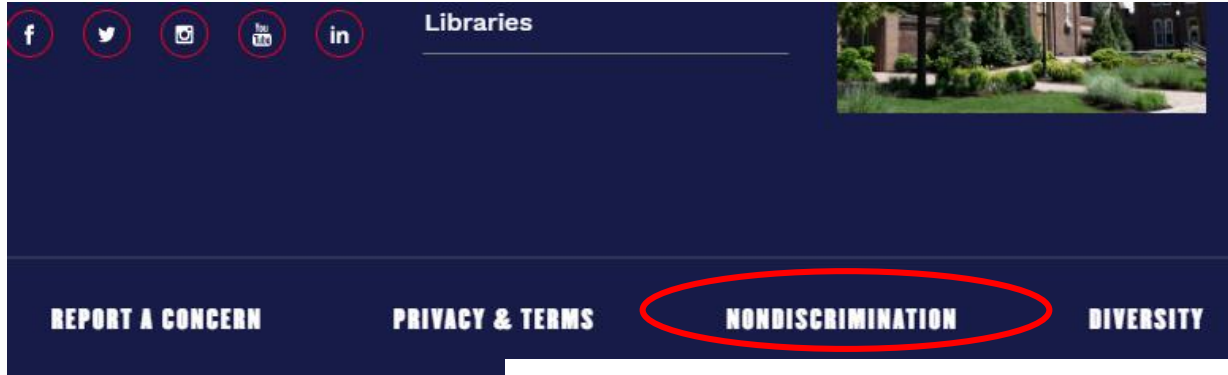


What does it mean to be a mandatory reporter?

**All UD employees**, including student-employees, are mandatory reporters, with the exception of **doctors, counselors,** and **clergy** *acting in that capacity*.

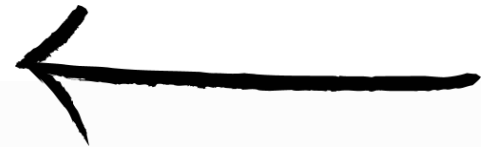
**“It is your responsibility to help.”**

# How to Report



The Equity Compliance Office affirms the University's commitment to promoting the goals of fairness and equity in all aspects of its operations. A primary assertion of both our religious and civil traditions is the inviolable dignity of each person.

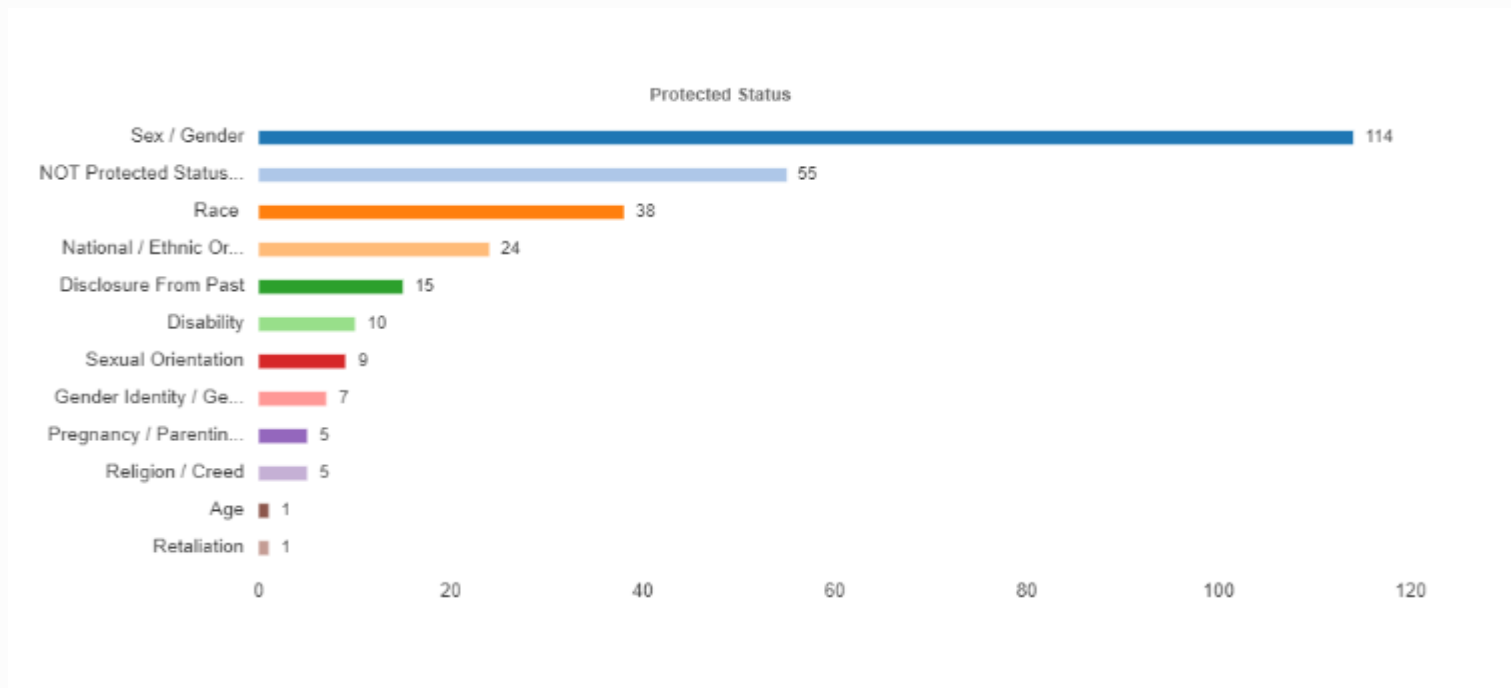
[Submit a Report](#)

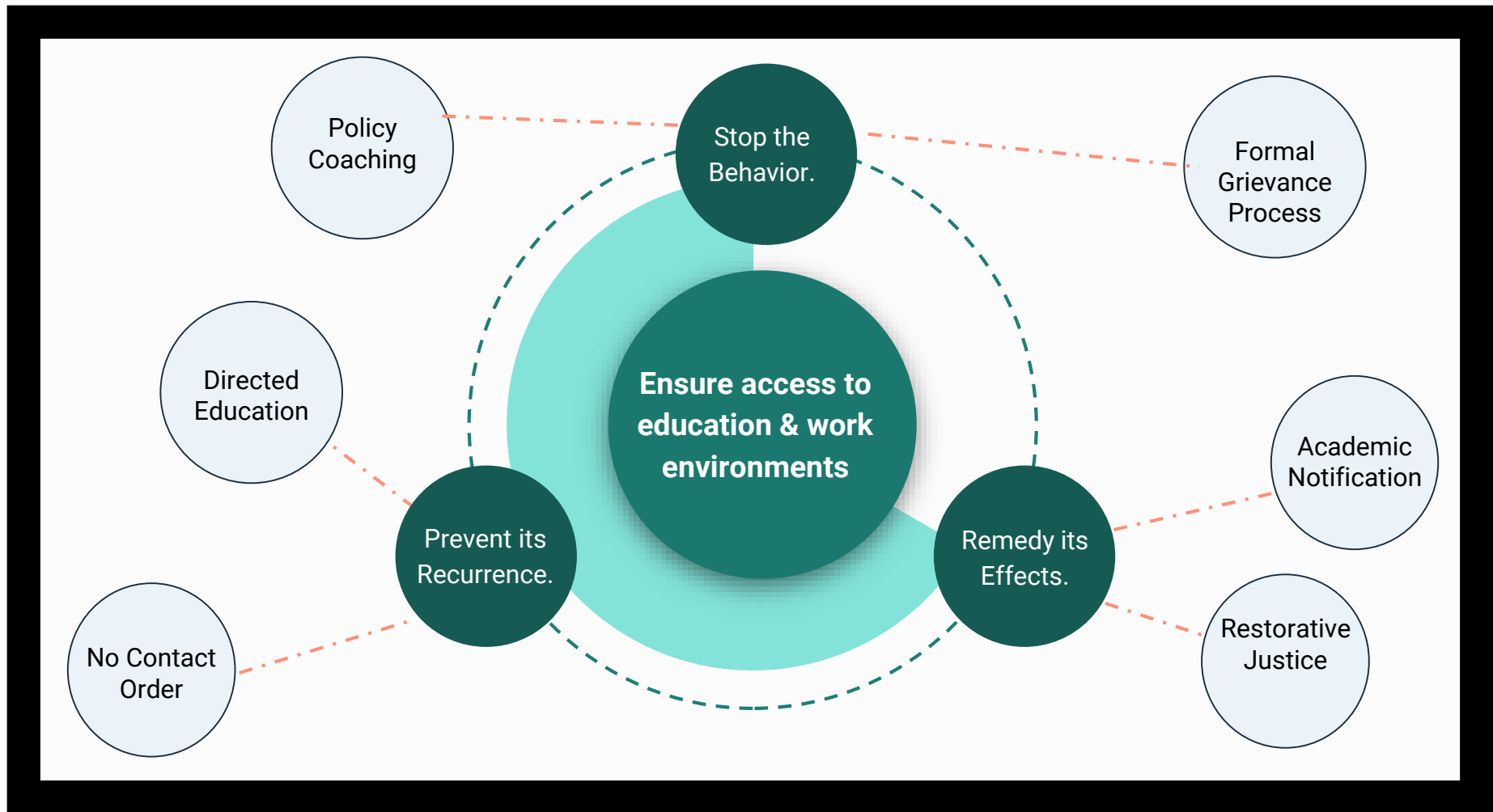


# What happens once a report is submitted?

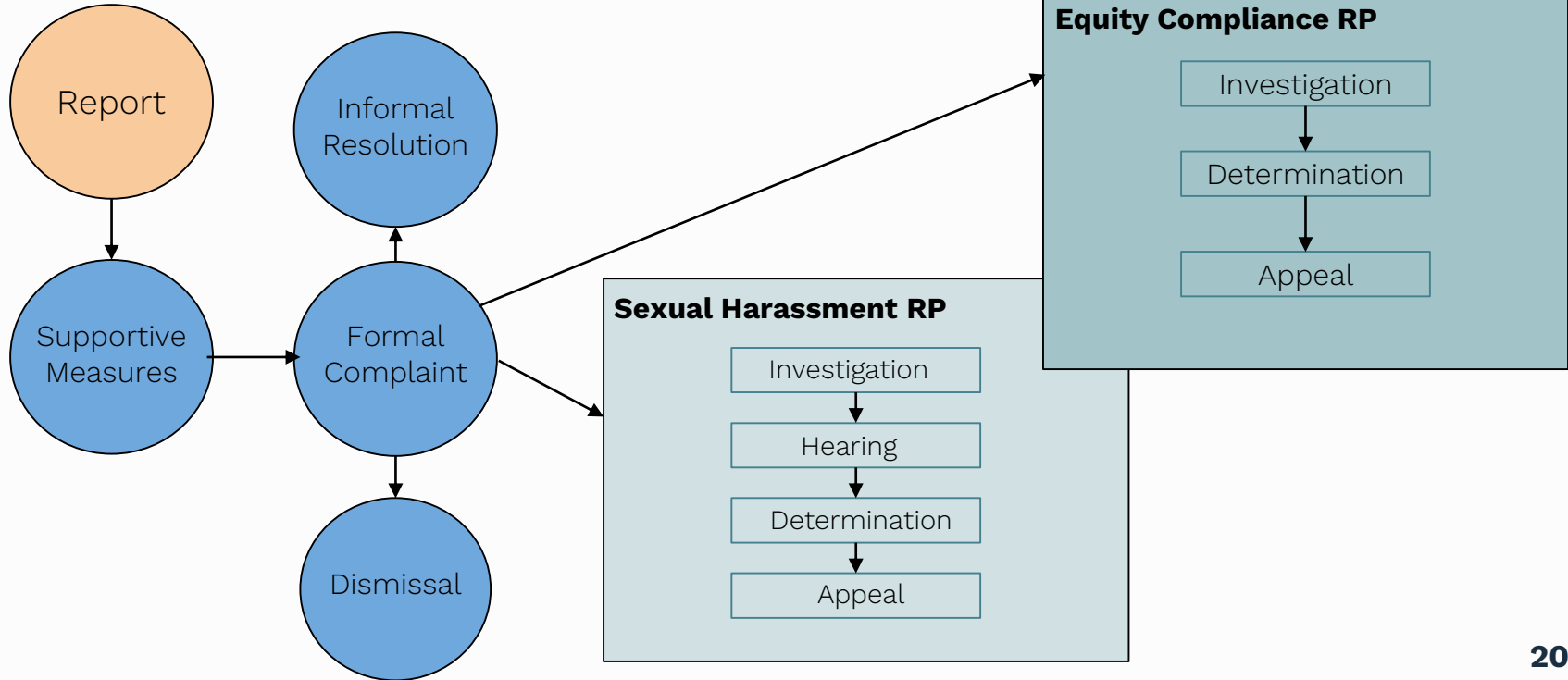
- ECO will send an email to the impacted party
  - Offer an opportunity to meet with the ECO team
  - Receive Supportive Measures
  - Understand their options
- The impacted party has the option to not respond at all, or to stop the process at any point.

# Summary of Reports: AY 2023-24 (240 reports as of 2/8/24)





# Resolution Processes (RP)



# What happens if a Complainant Does Not Wish to Proceed?

## Nondiscrimination and Anti-Harassment Policy, IX:

- If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a Formal Complaint to be pursued, they may make such a request to the Executive Director/Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.
- The Executive Director/Title IX Coordinator has ultimate discretion over whether the University proceeds when the Complainant does not wish to do so, and the Executive Director/Title IX Coordinator may sign a formal complaint to initiate a resolution process if a compelling risk to the health and/or safety of the University community exists.
- A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence. The University may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

# How will I be protected from retaliation if I report?

## Nondiscrimination and Anti-Harassment Policy, VIII:

- It is prohibited for the University or any member of the University's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy and procedure.
- The exercise of rights protected under the First Amendment does not constitute retaliation.

# Facilitating belongingness

Belonging: the need to develop and maintain robust and stable interpersonal relationships

*How do you create a sense of belonging?*

- Develop high-quality relationships
- Create a comfortable environment
- Role model positive behavior
- Creating opportunities for equal participation



# Confidential Resources

1. TELUS Health (LifeWorks)Employee Assistance Program: 5 free visits a year for employees & their household members. See HR website for additional information.
2. YWCA of Dayton Advocate: You can visit their website at <https://www.ywcadayton.org/>, or call the hotline at 937-222-SAFE(7233). A campus advocate is in Alumni Hall room 204 for drop-in hours on Wednesdays from 12-4 pm. You can also call or text the advocate directly at 937-321-6288.
3. Clergy Member in Campus Ministry: <https://udayton.edu/ministry/>, Liberty Hall room 101
4. Doctors in the UD Employee Health Center: 1715 Brown Street, Schedule an appointment either [online](#) or by phone at 937-276-7660.

# How we can work together?

- SET remarks
  - Navigating harmful remarks by students
  - Navigating negative feedback
- Managing bias incidents in the classroom
  - Managing Conflict in the Classroom Presentation
  - Post incident discussion and steps forward
- Faculty support options
  - Consultation for handling in class or departmental situations
  - Navigating student concerns about syllabus content and course materials
- Working with the Deans to figure out reasonable support measures
- Consultations
  - A report or call to ECO does not immediately put an investigation on the table

# ECO Biennial Report 2022-2023

## Report Highlights:

- How to Make a Report
- Bias Reports & Microaggressions
- What Happens After a Report is Made?
- Summary of Reports & Overall Trend
- Supportive Measures

The Report can be accessed [here](#).





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# Collaborating with OLR



# Overview

- Disability Services is housed under the Office of Learning Resources (OLR)
- Responsible for ensuring students receive accommodations for qualifying disabilities
- Governed by Section 504 of the Rehabilitation Act of 1973
- One-stop shop for all accommodations on campus



# Overview

- Accommodations include:
  - Classroom
  - Testing
  - Dining
  - Housing
  - Parking
  - Medical Transportation
  - Emotional Support Animals (ESAs)
- OLR approves accommodations to remove barriers to the student's education



# Quick Facts

- Disability Services Staff includes:
  - 3 Access Coordinators
  - 1 Testing Coordinator
- 1,200 students are currently eligible for accommodations
- OLR Testing Center proctored 2,900 tests in Fall 2023
  - 680 of those were Final Exams
  - Average of 182 tests per week



# Common Concerns

- “Does OLR just give students whatever they ask for? It seems like I am getting more and more students with accommodations”
- “Do I have to do everything listed in the accommodation letter or can I pick and choose?”
- “What if I don’t believe I can reasonably accommodate the student?”



# Can I say “no” to an accommodation

- Yes! If the accommodation would fundamentally alter the learning outcome or the class curriculum
- OLR can help process this on a case-by-case basis
- For Example: A lab course that requires attendance would not be a good fit for a remote attendance accommodation. This would be unreasonable.



# Reasonableness

- Determining if an accommodation is reasonable depends on the application
- In a classroom, it would hinge on if the accommodation would *fundamentally alter the curriculum or learning outcome* of the course
- Careful consideration must be given to defending the curriculum or learning outcome



# Student Expectations

- Students cannot demand an accommodation with no advance notice (i.e. – accommodations for a test the next day)
- Student accommodations **MUST** be listed on the letter to be authentic
- Faculty can **ALWAYS** seek guidance on an accommodation from OLR



# OLR & Faculty

- We love working one-on-one with faculty to implement accommodations
- Can help design alternative assignments, reshape group work, etc. to help accommodate unique student needs
- OLR policies and practices are in place to help manage large caseload with limited resources



# Note Taking

- OLR will now include the notetaker accommodation on the letter that goes to faculty
- Notetakers are hired from students already enrolled in the course
- Notetakers upload their notes to a Box folder that the accommodated student has access to
- All folders are purged at the end of the semester



# Final Thoughts

- OLR works to ensure UD is compliant with federal laws
- Wherever we can, we want to partner with faculty to help ease the burden of implementing accommodations
- Never hesitate to call, email, or stop by OLR with questions or concerns about an accommodation request

