

Fall 10-20-2023

## 2023-10-20 Minutes of the Executive Committee of the Academic Senate

University of Dayton. Academic Senate. Executive Committee

**Executive Committee of the Academic Senate  
(ECAS)  
ACADEMIC SENATE  
UNIVERSITY OF DAYTON  
2023-2024**

**MEETING MINUTES  
FRIDAY, OCTOBER 20, 2023  
1:30-3pm – SM 113B**

**President:** Erin O'Mara Kunz

**Vice President:** Allison Kinney

**Secretary:** Jon Fulkerson

**Members:** Ali Carr-Chellman, Garrett Conti, Jen Dalton, Wiebke Diestelkamp, Jon Fulkerson, Tim Gabrielli, Colleen Gallagher, Kayla Harris, Precious Henderson, Allison Kinney, Erin O'Mara Kunz, Joel Pruce (Faculty Board), Andrea Seielstad, Darlene Weaver

**Attendees:** Garrett Conti, Wiebke Diestelkamp, Jon Fulkerson, Tim Gabrielli (via Zoom), Kayla Harris, Precious Henderson, Allison Kinney, Erin O'Mara Kunz, Andrea Seielstad, Darlene Weaver

**Absent:** Ali Carr-Chellman, Jen Dalton, Colleen Gallagher, Joel Pruce

**Guest:** Jason Reinoehl, Donnell Wiggins, Cindy Develvis

**Opening (5 minutes)**

- Call to Order (E. Kunz) 1:34
- Opening prayer/meditation (Kayla)
  - Marianist Library 80th anniversary
- **VOTE:** approval of [minutes from October 13, 2023 here](#)
  - Approved by unanimous consent.

**Announcements**

- Upcoming events:
  - Friday, October 20: Next ECAS meeting, 1:30-3, SM 113B
  - Monday, October 23: Next ELC meeting, 10:30-12, KU 316 (President's Suite)
  - Friday, October 27: Next Academic Senate Meeting 3:30-5:30, KU Ballroom
- Upcoming Guests at ECAS
  - October 27: Bill Fischer, Chris Schramm, Christina Smith, Danielle Page (Student Development)
  - October 27: Eric Spina & Andy Horner
- SAPC has completed Charge 1 (Due December 1, 2023), will discuss at November ECAS meeting

**New Business**

- **DISCUSSION and VOTE:** ECAS review of program proposal and certificate change requests (see [email](#) exchange between Erin & Carolyn re: process)
  - Discussion of process
    - Generally focus on programs or program changes that cross units
  - Program Change: Certificate in Community Arts Engagement ([CERTAU-CAE](#))
    - Changes to 2 MPA courses due to explanation on page 7
    - All changes highlighted in yellow
    - Motion to advance to the Registrar's Office (Tim G.):

- *Vote: 8 in favor, 0 again, 1 abstain. Motion approved.*
- Program Change: Certificate in International and Intercultural Leadership ([CERTAU-IIL](#))
  - Addition of new classes
  - All changes highlighted in yellow
  - Motion to advance to the Registrar's Office (Allison K.):
    - *Vote: 8 in favor, 0 again, 1 abstain. Motion approved.*
- New program proposal: [MBA–STEM Designated](#)
  - Builds on existing MBA program which requires 10.5 hours of STEM designated coursework; new program will require 15 credit hours. See explanation on page 2
  - Primary information highlighted in yellow
  - Discussion: STEM definition derives from visa and immigration rules from the US government and the primary goal is to meet those criteria rather than market the MBA program as “STEM” to domestic students.
  - Motion to advance to the Provost's Office (Allison K.):
    - *Vote: 8 in favor, 0 again, 1 abstain. Motion approved.*
- New program proposal: [Graduate certificate in radar systems](#)
  - Certificate is 3 courses (9 credits); all three courses currently on the books and offered
  - Unanimous support from electrical and computer engineering faculty
    - “Industry contacts are very interested in this certificate program”
  - Motion to advance to the next stage and eventually Provost's Office (Wiebke D.):
    - *Vote: 8 in favor, 0 again, 2 abstain. Motion approved.*
- New program proposal: [Discover Health and Medicine](#) (CAS)
  - See clarification [email](#) exchange between Erin & Dean Ericksen
  - Discussion:
    - Uncertainty of goal of program
    - Uncertainty of consultation with SEHS
    - Concern about level of detail
    - Question of needed and available resources and how it affects advising
  - Motion to return back to proposer (Tim G.):
    - *Vote: 8 in favor, 0 again, 2 abstain. Motion approved.*
- **UPDATE and DISCUSSION:** Enrollment and recruitment with Jason Reinoehl, Donnell Wiggins, Cindy Develvis (Enrollment Management)
  - Discussed admissions landscape in the US and other issues related to enrollment management
    - Impact of recent US Supreme Court decision: Impact on UD admissions for AY25 is small because we haven't historically used race as a data point in decisions.
      - Q: Have we changed admissions criteria in response?
        - A: No change in admissions criteria because we already use a holistic approach.
        - A: However, more impact on how we give out scholarships. Need to comply with Supreme Court guidance, and still working through new criteria.
        - A: Strategically we still want students to know UD is a place for everyone.
        - A: Additional focus on transfer students.
      - Q: Are there ways to accomplish some of our goals and still be in compliance?
        - A: Working on it with an external consultant, but it is still in progress.
    - Recent changes in FAFSA have had a bigger impact on our admissions
      - We present ourselves as Catholic, Marianist, private institution and have higher gross tuition relative to our competition
      - Government is delaying sharing of financial profiles by around two months
      - Makes it harder for UD to decide on aid in a timely manner and clarify for applicants their net tuition cost.
      - Q: Does this affect all private schools?

- A: Affects all schools, but a bigger impact on high gross tuition private schools who depend on aid packages to compete for students.
- Biggest issue for students looking at UD is perceived affordability
  - Student aid allows us to optimize net price point, but there is a lot of pressure
  - Average ask for pay is ~\$135,000 over four years
  - We have a price differential to our competition that makes it hard on our students
  - To address this, really need to focus on value we bring as Catholic, Marianist institution
    - Blue Sky tries to increase perceived value through better retention from learning partners and from high quality, highly personal, highly engaged experiential learning opportunities.
    - Distinctiveness matters
    - Q: How does our strategy include or not include CAP for recruitment or explaining what UD is really about?
      - A: Proud of value and complexity, but there are communication issues internally and externally. Lack of common language.
      - Comment: Possibilities for more connections with students and faculty who can communicate value of CAP. Possible role for learning partners and CAP-L.
      - A: 60% of students come in with some type of coursework, which may make CAP a barrier (transfer, AP, community college coursework).
    - Q: Thoughts on CAP transfer policy? Step in the right direction?
      - A: Move in the right direction, but want us to go further while still maintain distinctiveness
    - Q: Are we recruiting well for students who aren't interested in the non-academic elements?
      - A: Pool has changed and we have changed our approach. Still in progress; another example is around diverse backgrounds. 24% of admitted students come from underrepresented groups and only 16% of new admits, so may be connection with how we present ourselves.
- Q: We have heard concerns across campus about graduate admission issues and priority of graduate admission applications. Any thoughts on this?
  - A: Need specific examples of issues, happy to address them if we can.
  - A: Regarding resources, enrollment management's budget is less now than 10 years ago, processing 2x admissions and financial aid. Addition of programs had also made this more difficult.
  - A: Have needed to make strategic choices regarding application processing, particularly around the need to make decisions timely. Natural to prioritize undergraduate applications who may generate more tuition than graduate applications.
  - A: Had some staffing challenges. Need to shift resourcing.
  - A: Reevaluating some parts of the process, including role of Graduate Academic Affairs.
  - Comment: There has been some "fingerpointing" at Enrollment Management, need to recognize skill and professionalism. Need to pushback on concerns when possible.

- EM rolling out an undergraduate admissions guide for all campus with information on how to engage with students and families during admissions
  - Move towards focus on “sense of belonging” rather than “fit”; focus on value of UD rather than cost.
- Did not get through the complete list of topics and intend to come back in November.
- Comment: CAP Leadership Committee could have role in communicating about CAP with new students.
- ECAS would like Enrollment Management to return to complete their presentation.
- ECAS thanks Jason, Donnell, and Cindy for coming to our meeting.

The following items have been tabled until next week:

- **DISCUSSION and VOTE:** Suspension of three Masters programs. [GLC voted](#) on 10/13 to suspend programs
  - [Suspension of the MA in Communication](#)
    - [DOC 2023-07](#)
  - [Suspension of the MA in English](#)
    - [DOC 2023-07](#)
- **DISCUSSION:** Develop questions for Academic Senate Meeting Gender Equity Panel
- **DISCUSSION:** SAPC, FERPA inconsistent language in [DOC 2023-02](#) (Tim)
- **UPDATE AND DISCUSSION:** Blue Sky from Jen Dalton (ECAS, Communication and Change Management Team)
- **Old Business**
- **DISCUSSION:** Faculty Compensation in excess of 100% Annualized Base Salary ([DOC 2018-06](#)), Faculty Employment Outside the University ([DOC 2018-07](#)), and the [Policy for Extra Compensation for Employees Supported by Sponsored Research Programs](#)
  - [Overview of proposed revisions](#)
  - [Memo on Outside Employment Policy 2018 \(1\).docx](#)
  - [Memo on Additional Faculty Compensation \(1\).docx](#)
- **DISCUSSION:** Common Academic Program
  - The Common Academic Program (amended in 2016), [DOC 2010-04](#)
  - Suspension of the CAP-C Four-Year Reapproval Process for the 2023-2024 Academic Year, [DOC 2023-06](#)
  - [Common Academic Program Review Report, APC 04/2023](#)