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2005-04-15 Minutes of the Academic Senate

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UNIVERSITY OF DAYTON
DAYTON, OHIO
MINUTES OF THE ACADEMIC SENATE

April 15, 2005
Kennedy Union
West Ballroom

Presiding: Dr. David Biers

Senators Present: Apmann, Biddle, Biers, Brill, Buchino, Chen, Courte, Dandaneau, Doyle, Eloë, Fisher, Gravier, Hardie, Hayes, Huelsman, Ilg, John, Morton, Penno, Roecker-Phelps, Rapp, Saliba, Schuman, Singer, Sucher, Webb, Wells, Yungblut

Guests: Benson, Bickford, Hileman, Untener

1. Opening Prayer: Dr. Eloë opened the meeting with a prayer.
2. Roll Call: Twenty-eight of thirty-nine Senators were present. Dr. Biers formally thanked the student senators for this year's service to the Academic Senate.
3. Approval of Minutes: The minutes of the March 11, 2005 meeting of the Academic Senate were approved.
4. Standing Committee Reports:
 - Senator Yungblut reported that the Faculty Affairs Committee discussed the issue of when to perform the election of faculty senators (Fall or Winter term). The committee has also considered voting rights issues for the SGA Vice President for Academic Affairs. The committee recommends no change in the Senate Constitution.
 - Senator Biddle reported that the Academic Policies Committee will charge the University Committee on General Education and Competencies to complete a review of thematic clusters. He also reported that the committee is taking a broad look at the roles and responsibilities of the Academic Policies Committee, the Associate Dean of Integrated Learning and Curriculum, the Associate Provost of faculty and Administrative Affairs, and various campus-wide committees as they relate to policy and implementation of the General Education program.
 - Senator Buchino reported that the motion to approve the Honor Code is tabled following discussions with the Student Academic Policies Committee (SAPC) and Enrollment Management. SAPC suggested continued campus-wide discussions regarding: 1) when and how the Honor Code will be communicated to the students, 2) what of the document conflicts or repeats policies published in the Bulletin, 3) how to integrate the local flavor and language into the document, and 4) how to address concrete disciplinary actions in the statement of the Honor Code.

5. The Honor Code: The motion is tabled following discussions with the SAPC.
6. First Year Experience: Dr. Bickford gave a progress report on the First Year Team (FYT). She did so with a Power Point demo and distributed copies of the slides. The purpose was to share information, provide a forum for discussion, and provide senators with the opportunity to keep the university community informed. She provided historical context, the charge of FYT, team membership, FYT process, FYT structure, and discussion of 6 sub-teams (with areas and membership). A second handout containing a description of the FYT Sub-team work and a calendar was distributed. The floor then opened for discussion. Topics of discussion included: recommendations of FYT will go through appropriate consultative processes (although some recommendations with respect to Orientation/Convocation will be implemented August, 2005), curriculum is not a focus of FYT (although barriers between curriculum and learning experiences are not well-defined), an invitation for the university community to participate, what is the appropriate role of student participation in FYT, and implication of the work of FYT to the second, third, and fourth year experiences.
7. College Experiments in Learning and Living: Dean Morton and Dr. Benson gave a presentation on four experimental, articulated learning communities that will be tested during the 2005-06 academic year. Dean Morton opened with a discussion on the nature of cohorting (in general, and at UD) and Dr. Benson followed with a discussion on the four particular experiments. Again, the purpose was to share information, provide a forum for discussion, and provide senators with the opportunity to keep the university community informed.
8. Update on Grade Migration: Dr. Biers followed up on his presentation to the Academic Senate on March 11, 2005 in which he shared a model of grade migration. Some preliminary data has been distributed to the senators. Dr. Biers seeks more data that has yet to be accumulated. In the meantime, he is working with data from the Department of Psychology. He is finding patterns when he considers full-time and part-time instructors, and he is finding clear evidence that what is assessed (test performance, chat room participation, etc.) impacts grade distributions over time.

The meeting adjourned at 4:40 p.m.

Respectfully submitted,



Paul W. Eloë