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2015-03-13 Minutes of the Academic Senate

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Approved
Minutes of the Academic Senate
Friday, March 13, 2015; 3:00 pm
KU East Ballroom

Present: Jason Pierce, Andrew Slade, Kathleen Watters, Linda Hartley, John McCombe, R. Kurt Mosser, Danielle Foust, Carissa Krane, Andrew Evwaraye, Jasmine Lahoud, Laura Leming, Mike Brill, Paul Bobrowski, James Dunne, Ralph Frasca, Kevin Kelly, Joe Watras, Philip Anloague, Elizabeth Kelsch, Eddy Rojas, Aaron Altman, Ed Mykytka, Joe Haus, Austin Hillman, Harry Gerla, Erin Brown, Kathy Webb, Emily Hicks, Sean Gallivan, Dominic Sanfilippo, Paul Benson

Guests: Cilla Shindel, Susan Brown, Judith Huacuja, Deb Bickford, Paul Vanderburgh, Anne Crecelius, Ann Garcia, Ann Biswas, Dan Goldman, Sarah Dickson, Lynne Yengulalp, David Wright, Patrick Donnelly, Zack Goit (Parliamentarian)

Absent: Joe Mashburn, Leslie Picca, Paul Becker, Jeffrey Zhang, Erin Malone, John White, Paul McGreal, Angela Busby-Blackburn

Opening Prayer/Meditation: D. Sanfilippo opened the meeting with a prayer.

Minutes: The minutes of the February 20, 2015, meeting of the Academic Senate were unanimously approved with no corrections.

Committee Reports:

APC: E. Mykytka presented the executive summary of results of the survey of faculty relating to the academic calendar. The survey was designed to gather faculty opinion helpful to informing the University Calendar Committee with respect to the tradeoffs between the length of the Christmas Break/January Intersession and a week-long Spring Break. A majority preferred Option 1 with a 4-week Christmas break/intersession & 2-day Spring break over Option 2 with a 3-week break/intersession with a week-long Spring break (55% to 42%). Option 1 was more strongly preferred by FT tenure-track faculty whereas FF-NTT and adjuncts were more evenly divided. Administrators tended to show stronger support for Option 2 along with the faculty in SEHS and SoE. Overall, 48% also thought it was important to the University to schedule Spring break to include St. Patrick's Day when possible. E. Mykytka reviewed the main themes gleaned from the comments sections. See **Appendix A** for the executive summary or the Academic Porches site for the full report.

D. Sanfilippo briefly reviewed the results of a similar survey of student opinions conducted by the Student Government Association (SGA). The SGA survey data will be accessible from the SGA OrgSync file page (<https://orgsync.com/91477/files>). Option 1 was a 4 week Christmas break/intersession with a shortened spring break and Option 2 was a 3 week Christmas break/intersession with a weeklong spring break. The major results from the survey were:

1. Largely split opinion on Option 1 vs. Option 2, with First Years favoring Option 2 and perceiving it to have greater academic value & 2nd years-4th years favoring Option 1 and perceiving it to have greater academic value; Option 1 holds slight overall majority and is perceived to have greater academic value overall
2. Strong overall student opposition (81.16%) to holding spring break over St. Patrick's Day
3. Similar note as faculty survey-results are possible impetus for examining whether the summer schedule can be altered to accommodate both options

There was very little international student participation so their needs and wishes are not reflected in the results. The survey explicitly explained that this was not a referendum or vote on the issue, only opinions or preferences. Final decisions relating to calendar are the purview of the administration.

J. Haus asked about the reasoning for such strong opposition to having spring break over St. Patrick's Day. D. Sanfilippo explained that the tradition surrounding the holiday was very important to many students. Others felt that the university community should face the problem head-on rather than continue to dodge the issue.

Both groups received feedback about the summer schedule, but those issues were beyond the scope of this work.

The results of both surveys were presented to the University Calendar Committee on March 10th and will be included in the report to the Provost Council on March 24th. The purpose of both surveys was to collect feedback. No vote was taken and no recommendations will be forthcoming.

FAC: H. Gerla reported that the Faculty Affairs Committee had not met since the last Academic Senate meeting.

SAPC: J. McCombe submitted the following report in writing:

Since the February 2015 Senate meeting, the SAPC met once (on 23 February 2015)—to conclude its revision to the revised policy on academic misconduct. After some minor revisions, the committee unanimously voted to approve the document and re-submit to ECAS for discussion.

2 members of the SAPC (Laura Leming and John McCombe) attended the ECAS meeting on 27 February 2015. A handful of additional revisions were suggested, and ECAS decided to submit the document to the full Senate for its March 2015 meeting. See below for the discussion and outcome of this work.

Next Meeting: There is no SAPC meeting scheduled at this time. However, depending on the Senate response to the misconduct document, there is the possibility of a meeting later in March.

ECAS: C. Krane provided the following report in writing:

1. ECAS provided written comment on the Draft Statement on Conducting Research document from Fr. Jim Fitz. ECAS also provided written comment on the Restriction on Sponsored Research Policy, which is currently managed by the Director of UDRI. ECAS recommends broader consultation on both of these documents. It was agreed that these documents will not be ready in final form for the May Board of Trustees meeting, and that the Academic Senate will be formally consulted on the revised documents when ready.
2. ECAS met with Paul Vanderburgh, Fr. François Rossier (Executive Director of Marian Library-International Marianist Research Institute), Fred Jenkins (Associate Dean, University Libraries) preliminary information about the possibility of offering a PhD in Marian Studies from the International Marian Research Institute (IMRI). IMRI would continue to offer the current programs leading to the Licentiate of Sacred Theology (S.T.L.) and a Doctorate of Sacred

Theology (S.T.D.) in affiliation with the Pontifical Theological Faculty in Rome. The PhD in Marian Studies would be housed in the University Libraries along with the existing graduate program leading to a Licentiate of Sacred Theology (S.T.L.) and a Doctorate of Sacred Theology (S.T.D.). The next step will be for the authors to develop the PDP of this proposal, consult with the GLC, and send the PDP to RACGS for review.

3. The APC approved the nomination of Suki Kwon, associate professor of art & design, to the CAP Leadership Committee as the representative from the Arts. New student representatives to the CAP Committee for Spring 2015 were Elizabeth Kelsch, a sophomore and the Education and Health Sciences academic representative to the SGA, and Austin Hillman, a freshman and the engineering representative to the SGA.
4. As a follow-up to the Feb 17 Senate discussions of employee dependent financial aid policies, NTT Faculty Senator Sean Gallivan has formally requested that the discussion move to President's Council. Paul Benson has received the request, and has asked President Curran to add it to the agenda at an upcoming President's Council. Paul Benson has also asked those involved in setting and enforcing the policy decisions for more information about how decisions are made.
5. ECAS met with each of the Dean candidates for the School of Law and the College of Arts and Sciences. ECAS also met with the presidential Search firm on Wed March 4 from 11:30-12:30.
6. ECAS met with NTT Faculty Senator Sean Gallivan who has requested that the member composition of the Academic Senate be re-examined in light of faculty composition changes. This issue was last examined by the Senate in April 2012, with a report issued by the Committee on Voting Rights and Senate Representation. At that time, the Provost announced that the university would be hiring 45 new faculty. Therefore, the recommendation from the committee charged with examining Senate composition was to wait until the acute hiring was completed, and to re-examine at a future date. ECAS voted to assemble and charge a committee to work over the summer to examine Academic Senate membership composition. The committee will report back to ECAS/Academic Senate in September, 2015 with recommendations. If the committee recommends changing composition beyond the removal of the Graduate Dean which must be done, it is expected that such actions will occur prior to the next Academic Senate election cycle so that the changes will be reflected in the elections for 2016-2017.
7. The next ELC meeting is Monday March 16. The following items are on the agenda:
 - A. Facilities/Master Planning: VP Beth Keyes-- Discussion of strategic initiatives surrounding campus facilities and the campus master plan
 - B. Update on the development of a Review of Non-Academic Administrators Policy: President D. Curran
8. Next Senate meeting is April 17. It is the last of the 2015-2016 academic year. On the agenda so far are a report of activities and programming at UDCI by Jason Reinoehl and Paul Benson, and a progress report from the Information Literacy Task force. In addition, at the close of this meeting we will seat the new senators, elect ECAS membership, and from ECAS, elect the officers who include the president, VP and secretary of the senate. Members of ECAS that are pre-selected or continuing include Emily Hicks (Libraries), Dennis Greene (Law), Phil Anloague (SEHS), and Paul Benson (ex officio). Representatives from the Deans, SBA, Humanities, and

Natural Sciences will be elected for a 2 year term; representatives from Engineering and Social Sciences will be elected for a one year term.

Legislative Authority:

Proposed Revisions to the Academic Honor Code: J. McCombe provided an overview of the process used by the SAPC to revise the academic dishonesty section of the Honor Code. Broad consultation was solicited. He gave special thanks to Kim Trick from the College and Terence Lau from SBA for their help. The issue of how programs such as Athletics and the Honors Program get notification about students was discussed. There will be request process put in place to facilitate the dissemination of information. J. Watras asked about having the ability to evaluate incidents with non-native English speakers on a case-by-case basis. Yes, that type of flexibility is available. S. Gallivan asked about the typical number of reported misconduct in a year. P. Benson stated there were “a lot” cases in any given year. See **Appendix B** for more information.

L. Leming made a motion and L. Hartley seconded to accept the revisions as proposed. The motion passed (28 yes, 0 no, 0 abstain)

C. Krane thanked J. McCombe and the SAPC for their work on this issue.

Consultation:

Strategic Plan: P. Benson presented the proposed revisions to prioritize initiatives and define new tactics for the transitional strategic plan. The context and purpose of the plan is

- To sustain momentum on primary strategic priorities during the presidential transition
- To highlight UD’s most important, near-term priorities for prospective presidential candidates
- To focus the much broader, more comprehensive 2006 Strategic Plan while retaining the five primary strategic goals
- To set the stage for an extensive, broadly consultative, university-wide process to construct a new strategic plan once the next president has been appointed

P. Benson explained that all the priorities incorporated into this draft are matters on which the university is already at work. He reviewed the timeline for updating the draft with the next step being presented to the Board of Trustees in April. While the Board does not write the strategic plan, it is important for them to understand the plan, especially during the presidential search process. P. Benson stated that the broad strategic goals have not changed, but selected priorities have been emphasized and others rewritten or combined. Send any feedback to P. Benson before the end of April. See **Appendix C** for more information.

K. Mosser asked about the issue of recruiting international students. D. Sanfilippo asked if the goals for number of incoming students, ACT/SAT scores, etc. are changing. P. Benson stated that there is not a plan to change these dramatically, although some change is expected since fundamental changes in enrollment take time to see full effect. C. Krane expressed concern about how much information does not filter down to the faculty. How do we keep moving forward, but also keep people in the loop. One example is the experiential learning initiative. D. Bickford explained that experiential learning had been on hold until the community engagement Carnegie classification was ready to move forward. She

agreed that they should have communicated that decision more broadly. A report is expected in May. J. Dunne asked if we were hurting ourselves by waiting to pursue a new strategic plan. P. Benson explained that we were not waiting for new president. This revised plan is proof that we are not waiting because it outlines a path forward. The fundamental issues will be the same in any new plan, but those issues may be framed differently. P. Anloague commented on the relationship between FT T & TT faculty work load and implications of implementation for Tactic 1.1.B to increase the number of full-time, tenure-track faculty in targeted areas, especially in first-year and CAP-related courses, and decrease reliance on part-time faculty in these areas and Tactic 2.1.C to build upon select areas of research strength by developing new graduate and professional programs and certificates in fields where demand is high and by enhancing existing graduate and professional education programs. P. Benson stated that one challenge is that there are competing forces. C. Krane encouraged all Senators to talk to constituents about the revised plan.

New Business:

C. Krane introduced the following topic for Joe Mashburn in his absence:

There is a general discontent with the current search procedures at the university. They seem to inhibit rather than support the searches and there have been instances of real problems with searches, including failed searches, which seem to follow from the procedures we must follow. I would like to meet with relevant parties to discuss these problems and possibly have a senate discussion of the issue. Here are some of the problems.

1. Rules seem to go far beyond requirements. We are doing things that other universities don't do.
2. Rules have been instituted with no consultation with faculty. Reasons for the rules have not been explained. It is impossible to tell whether the procedures are required by law or if they are instituted at the pleasure of someone at UD.
3. The process can take too much time. Some departments want to interview at national meetings in the summer or fall and getting decisions in late June or July is too late. Then the pre-search meeting must be scheduled before the job description can be approved. We understand that there could be budgetary considerations that make it difficult to approve positions earlier in the year, but other parts of the process could be streamlined.
4. Rules change from year to year, often without warning. This could be beyond our control if the decisions are being made, say, at the federal level, but we don't know how the changes originate. This, of course, relates to item 2.
5. There is concern that having the legal department act as approver in our process changes the attorney-client relationship which could actually damage the university in legal procedures.
6. There are rumors that the rules are not always applied the same way to each department. I don't have hard evidence of this, but there seem to be several stories.

Please let Carissa or Joe know if you are interested in participating in these discussions.

The meeting was adjourned at 5:00 pm.

EXECUTIVE SUMMARY OF RESULTS

SURVEY OF FACULTY RELATING TO THE ACADEMIC CALENDAR

Conducted by the Academic Policies
Committee of the Academic Senate

13 March 2015

Executive Summary: What, When & How?

1

- Survey was designed to gather faculty opinion helpful to informing the University Calendar Committee with respect to the tradeoffs between the length of the Christmas Break/January Intersession and a week-long Spring Break
 - Immediate focus on academic calendars for 2016-17 & 2017-18
- Not intended to be a referendum: “Purpose is to gather opinions as one important input to calendar decisions”
- Conducted by the Business Research Group on behalf of the Academic Policies Committee of the Academic Senate
 - Administered February 9-17, 2015
 - Conducted via email using Survey Monkey
- APC also solicited feedback by email from academic dean’s offices

Executive Summary: Comments & Feedback

3

- ***Very strong opinions expressed with respect to both options and about incorporating St Patrick's Day within Spring Break***
- Themes expressed by those preferring a longer intersession:
 - Longer intersession important preparing for Spring semester
 - Library: Also helpful for building maintenance
 - Concerns for specific intersession programs, e.g.,
 - 4-week New Zealand field course in Geology
 - 9-day international medical brigade sponsored by Premed
 - Time dedicated to research, scholarship and professional development fosters productivity.
 - Allows students more time for experiential activities (especially involving travel), research, and thesis work
 - Week-long spring break bad for students academically

Executive Summary: Numerical Results

2

- Survey asked faculty to compare two calendar options:
 - **Opt (1):** 4-week Christmas break/intersession & 2-day Spring break.
 - **Opt (2):** 3-week break/intersession with a week-long Spring break.
 - 55% personally preferred Opt (1) while 42% preferred Opt (2)
 - And 40% vs. 28% "strongly preferred" Opt (1) over Opt (2)
 - 55% believed Opt (1) had greater academic value but only 33% indicated same for Opt (2)
 - Opt (1) more strongly preferred by FT tenure-track faculty
 - FT Non-tenure-track and part-time more evenly divided
 - Administrators tended to show stronger support for Opt (2) along with faculty in SEHS and SoE
- 48% also thought it was important to the University to schedule Spring break to include St. Patrick's Day when possible; 15% neutral

Executive Summary: Next Steps

5

- University Calendar Committee met on March 10 and will present proposed calendars for 2016-17 and 2017-18 to Provost's Council on March 24
 - APC study and companion SGA survey of students will be shared
 - Options with and without a week-long Spring break that includes St. Patrick's Day will be presented
 - 3rd option for 2017-18 has week-long break in early March
 - Multiple options are in response to very strong Student Development concern about being in session on St. Patrick's Day
 - Concerns about alcohol abuse, student safety, and potential impact to University echoed by faculty in feedback
 - However, concern also expressed about "ducking the issue"

Executive Summary: Comments & Feedback

4

- Themes expressed by those preferring a week-long Spring break:
 - A full-week Spring break revitalizes faculty/students
 - Shorter breaks tend to be more disruptive on classroom learning than a single week-long break
 - Some programs easier, more cost-effective over Spring break
 - Other events that students participate in (e.g., Model UN, Dayton2DC) occur in mid-Spring
 - Issues surrounding St Patrick's Day are very important
 - Week-long spring break better for students academically
- Why not extend Spring semester to enable both options?
 - Possibility excluded by APC in survey because the impact would be extensive, significant and infeasible to implement in the short-term

Academic Honor Code: Draft Revisions

STUDENT ACADEMIC POLICIES COMMITTEE



The conversation has included...

- Students, Faculty, Administrators (via the SAPC)
 - ECAS
 - Chairs/Program Directors (all units)
 - Assistant/Associate Deans (all units)
 - The Deans
 - The Provost
- 

Revised Academic Honor Code: Some Context

- Revisions Driven By Students
- Existing Misconduct Policy Available via *Online Academic Catalog*
- “Incident Report Form” Created by SAPC in 2012-13
- Current Draft Revisions Began Spring 2014
 - SAPC not revising the entire honor code (Sections I-III unchanged)

Revised Academic Honor Code: What’s Revised

1. Make *explicit* the obligation of faculty to document suspected misconduct
2. How to deal with “repeat offenders”—scenarios for dismissal from the university
 - Discouraging “repeat offenders” from changing units

Revised Academic Honor Code: What's Revised

3. Improving communication across the units—with *student's* dean's office controlling dissemination of the incident reports
4. Laying out each stage of the appeal process
 - "Initial Notification Date"
 - "Filing Date"
5. Create a more readable appeal process (for faculty and students)



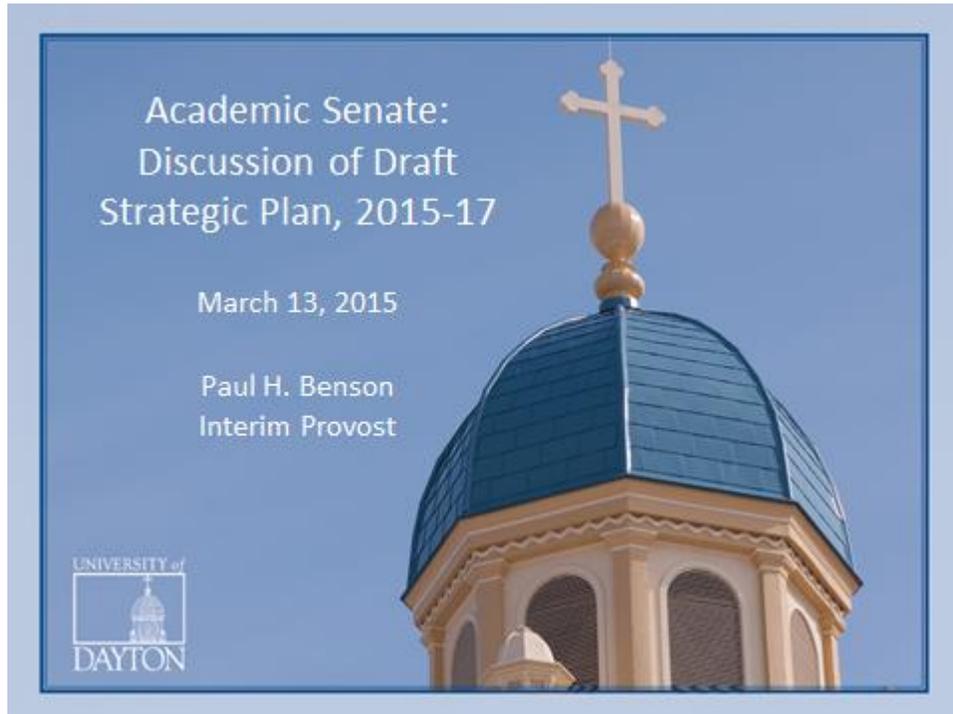
Revised Academic Honor Code: What's Revised

6. Establish consistent procedures independent of the moment the incident is identified
7. Acknowledge that grade changes and revocation of awarded diplomas could occur as a result of misconduct

Remaining Issues

1. On-going communication to faculty about procedures for dealing with misconduct (and strategies for reducing opportunities for misconduct)
 2. Improving the “incident report form”
 - Retain the hard copy for distribution in student files
 - Create a fillable, savable PDF
 - One that allows sufficient space
 - One that can be used more easily
- 

APPENDIX C



Context and Purposes: *A Transitional Plan*

- To sustain momentum on primary strategic priorities during the presidential transition
- To highlight UD's most important, near-term priorities for prospective presidential candidates
- To focus the much broader, more comprehensive 2006 Strategic Plan while retaining the five primary strategic goals
- To set the stage for an extensive, broadly consultative, university-wide process to construct a new strategic plan once the next president has been appointed



Process for Developing and Reviewing the Draft Transitional Plan

- November-December: President's Cabinet is invited to offer proposals for ways to focus the 2006 plan, while also incorporating strategically important new tactics for 2015-17
- January: President facilitates discussion of first draft of plan with Board of Trustees and all Board committees
- February: Revised draft of plan is circulated to President's and Provost's Councils; that draft is also discussed with the ELC
- March: Next draft of plan is discussed with Academic Senate
- April: Final revisions are made for discussion at May Board of Trustees meeting

All priorities incorporated into the draft plan are matters on which the University already is at work.



Five Overarching Strategic Goals

- Goal 1: Educate for transformation and prepare a new generation of servant leaders
- Goal 2: Cultivate outstanding scholarship, research and artistic creation
- Goal 3: Strengthen and promote the University's distinctive Catholic and Marianist identity
- Goal 4: Advance global and intercultural citizenship and engagement
- Goal 5: Practice responsible stewardship



Focusing of the 2006 Strategic Plan

- Goal 1:
 - 2006: 4 Strategic Initiatives; 19 Tactics
 - 2015: 3 Strategic Initiatives; 7 Tactics
- Goal 2:
 - 2006: 2 Strategic Initiatives; 9 Tactics
 - 2015: 1 Strategic Initiative; 5 Tactics
- Goal 3:
 - 2006: 2 Strategic Initiatives; 8 Tactics
 - 2015: 2 Strategic Initiatives; 5 Tactics



Focusing of the 2006 Strategic Plan (cont.)

- Goal 4:
 - 2006: 4 Strategic Initiatives; 11 Tactics
 - 2015: 3 Strategic Initiatives; 5 Tactics
- Goal 5:
 - 2006: 5 Strategic Initiatives; 17 Tactics
 - 2015: 3 Strategic Initiative; 11 Tactics
- Net change across the entire plan:
 - Reduction of number of Strategic Initiatives from 17 to 12
 - Reduction of number of Tactics from 64 to 33



Selected Priorities Emphasized in the Draft Plan

- Tactic 1.1.B: Increase the number of full-time, tenure-track faculty in targeted areas, especially in first-year and CAP-related courses, and decrease reliance on part-time faculty in these areas.
- Tactic 1.2.B: Advance high-impact experiential learning, mentored by faculty and staff, as a signature element of a UD education, and strengthen infrastructure to coordinate, assess, and sustain high-quality experiential learning.



Selected Priorities (cont.)

- Tactic 2.1.C: Build upon select areas of research strength by developing new graduate and professional programs and certificates in fields where demand is high and by enhancing existing graduate and professional education programs
- Tactic 3.1.B: Provide rich opportunities for faith formation for the entire University community, and promote the Catholic and Marianist tradition through the development of laypersons and communities who are specially committed to the University's mission



Selected Priorities (cont.)

- **Tactic 4.1.A:** Define, promote, and assess key global and intercultural learning objectives in academic programs and in residence education.
- **Tactic 4.3.A:** Improve recruitment, academic and scholarship support, persistence to graduation, and an inclusive environment for domestic minority and international undergraduate and graduate students.
- **Tactic 5.3.A:** Develop in all areas of the University ongoing systems of strategic and operational assessment that rely on sound, data-based analysis and that enable constructive responses to performance measures.



Discussion . . .

For the entire text of the 2006 Strategic Plan, see:
<<https://www.udayton.edu/strategicplan/index.htm>>