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Academic Policies Committee Annual Report for Academic Year 2016-2017 report to the Academic Senate

University of Dayton. Academic Policies Committee

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APC Final Report for Academic Year 2016/2017

April 21, 2017

respectfully submitted by Markus Peer Rumpfkeil, Chair APC

Members: Phil Anloague, Lee Dixon, Jim Dunne, Amy Krug, Sr. Laura Leming, Matthew Peters, Jason Pierce, Markus Rumpfkeil, Bill Trollinger, Kathy Webb, Rebecca Wells, Shuang-ye Wu, Deb Bickford (ex officio), Jim Farrelly (Faculty Board Guest)

I would like to start by thanking every member of Academic Policies Committee (APC) of the Academic Senate 2016-2017 for their hard work, dedication and spirited discussions over the past academic year. We met almost every week to complete our tasks, and as a result here is a list of what has been accomplished:

- We added annotations to senate document 2010-04 to illustrate clarifications approved by APC and the full senate in the spring of 2016
- We discussed and recommended approval of the process developed by CAP-C for the Review and Renewal of CAP Courses
- We reviewed and recommended approval of an Undergraduate Academic Certificate in Applied Creativity for Innovative Transformation which the senate subsequently unanimously passed. This was the first undergraduate certificate to be successfully reviewed and passed.
- We reviewed an Undergraduate Academic Certificate in International and Intercultural Leadership
- We reviewed an Undergraduate Academic Certificate in Sales Leadership
- We conducted a fact finding mission on experiences with the Post-Tenure Review Policy
- In addition, we also fulfilled our role of overseeing CAP-C which is a subcommittee of the APC

In more detail, APC examined the issue of CAP course review and assessment since the first batch of courses due for review came up in the fall of 2016. According to the relevant senate document (DOC 2010-04), CAP and its component courses must be assessed, reviewed and evaluated on a periodic basis. The existing CAP-C guidelines, established under the authority given to that committee by the senate, called only for departments who submitted the original course proposal to certify that the course continues to meet the CAP requirements for those components for which it was approved. This process was deemed flawed, inadequate and in need of change by both APC and ECAS in the previous academic year. Thus, CAP-C worked hard during the summer of 2016 with the various stakeholders to revise the process. In brief, the process now involves a narrative by the proposers/department chair describing how assessment has informed changes or improvements to the course, if any have been made. They are then to make any edits to the course inventory management (CIM) document that reflect those changes and have a developmental consultation with the CAP-C regarding the course. The CAP-C then may recommend renewal of the course for the appropriate category of CAP, request changes to the course in order to renew it for a category of CAP, grant renewal for a limited time (typically two years) during which assessment must be conducted, or not renew the course. This proposed process was vetted by APC and unanimously approved on November 1st and presented to the full senate on November 11th for informational purposes.

An Undergraduate Certificate in Applied Creativity for Innovative Transformation was proposed by The Institute of Applied Creativity for Transformation (AALI) with academic sponsorship by the

School of Engineering. This was the first proposal based on the newly created Undergraduate Academic Certificate Program (DOC 2015-04). All APC members saw value in the proposed certificate for our undergraduate students and we went through 3 iterations with the proposer until we were comfortable the final proposal met all the requirements. The proposal was unanimously approved on January 27th by APC and on February 17th by the full senate.

APC received two more Undergraduate Academic Certificate proposals namely “International and Intercultural Leadership” and “Sales Leadership”. We sent our response with concerns and suggestions to the proposers requesting another draft proposal from each on March 30th and April 6th, respectively.

With regard to the fact finding mission on experiences with the Post-Tenure Review Policy, APC had informal discussions on February 17th with the Associate Provost for Faculty and Administrative Affairs, the Associate Dean for Faculty Scholarship, Internationalization and Inclusive Excellence in the College for Arts and Science, the Associate Dean for Faculty and Staff Development in the School of Engineering as well as the Dean of the Libraries and interim Dean of the School of Business. We also engaged Department chairs via a Chair’s Collaborative event on April 18th to discuss the policy. The themes, concerns, challenges, and other pertinent information from all these responses have been submitted as a separate report to ECAS.

Lastly, we had a brainstorming session on April 7th and APC would like to recommend to look at the following items in more detail during the next academic year:

1. Clarifications are needed to be able to better distinguish minor vs certificate vs concentration vs emphasis. Especially the distinction between minor and certificate needs to be better defined by potentially amending DOC 2015-04 with a checklist for proposers that indicates certificate requirements and the necessity for a certificate (as opposed to a minor) are met. Currently, it appears that the only difference between a minor and a certificate is that a certificate is a set of courses that can be taken by themselves (stand alone) -- not only by students pursuing an undergraduate degree. Such students, of course, must have needed academic preparation and/or prerequisites.
2. The policy for awarding academic credit for UDI designated courses should be reviewed and potentially modified. This came up since the Undergraduate Academic Certificate in Applied Creativity for Innovative Transformation wanted to count some UDI courses as does the International and Intercultural Leadership certificate. APC members felt that the current UDI approval process needs to be clarified and improved for that to be realistic. In particular, academic credit should only be awarded based on the judgments of qualified faculty. It appears that this requirement is not met in the case of UDI courses. However, it should be pointed out that there needs to be a good balance between rigor/thoroughness vs nimbleness in the approval process. A potential solution could be a two-tiered or two-phase system with easier initial approval but more rigor once the course is more established.
3. When initially introduced to ECAS on April 8, 2011, plans for the University of Dayton China Institute (UDCI) included limited academic programs. A year later, plans were in place to increase the academic offerings at UDCI. Current communications about UDCI suggest that sources of revenue generation have shifted from reliance on corporate partners to reliance on the delivery of academic courses and programs. Given this, it is within the scope of senate responsibility and authority to investigate the following:
 - Considering the courses and/or programs scheduled at UDCI since 2012, what has been the

process for the selection of UDCI's academic offerings?

- What specific involvement do members of the University Faculty have in this process?
 - Through what processes are assurance of learning (AOL) standards assessed?
 - Through what process do members of the University Faculty assess the qualifications of those hired by UDCI to deliver academic content in the name of UD?
4. Is a university –wide policy on academic matters associated with the online delivery of courses, degree programs, and certificates required? Given the likelihood that these offerings will be extended it is probably a good time to look at policies regarding the delivery and assessment of online courses.