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Academic Policies Committee Minutes of the Academic Senate 2020-09-11

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Academic Policies Committee

September 11, 2020

Approved September 18, 2020

Committee Members: Phil Analogue, **Deb Bickford**, **Connie Bowman**, Michael Davies, **Mary Ellen Dillon**, **Neomi De Anda**, **Jim Dunne**, John Mittelstaedt, **Jason Pierce**, Maher Qumsiyeh, **Andrew Sarangan**, and **Tereza Szeghi (chair)**
(bolded are present)

Guest: Hideo Tsuchida

1. Review of Assistant Provost Michelle Pautz's proposed revisions to the CAP 4-Year Review process for AY 2020-2021 in response to COVID-19 related faculty work overload (see email below)
 - a. Brief discussion of Michelle's proposal led to universal agreement that the plan is sound.
 - b. Tereza will follow up with Michelle to communicate APC's endorsement.
2. Discussion of our meeting schedule and next steps for the committee
 - a. We need to meet every week for now because of the schedule for getting the transfer work finished.
 - b. We will be getting a new charge regarding anti-racism.
 - c. Tereza suggested that we reduce the number of meetings where possible and especially on days when we have a Senate meeting.
 - d. Jim Dunne suggested we could work in subgroups like we did last year.
 - e. Tereza will synthesize the feedback she has received from various people about transfers into one document so that we can discuss it more efficiently in the future.
3. Further evaluation and consultation on proposed policy regarding transfer credits for military training, experience, and coursework, with guest Hideo Tsuchida, Director of Institutional Partnerships and Program Development, Enrollment Management
 - a. Do the policies address the kinds of issues his office has to consider?
 - b. Part of the reason we need this transfer policy: if you look at the catalogue, it is as if we have two different policies-- we treat differently our expectations of transfer students and UD students taking courses elsewhere.
 - c. We are talking about transfer credits, not transfer students. The current policy is not broad enough to cover the basics and allows the Registrar's office to make decisions.
 - d. Hideo shared with Jim Dunne the Ohio State policy. It covers all the cases and issues about accepting other work at the University of Dayton. Sometimes universities have separate policies.
 - e. Jason reminded us that part of the initiative behind this work is the desire to attract more transfer students than in the past-- this is part of our strategic enrollment management strategy. Our cross-admit institutions are often publics and have a level of transparency that is very attractive to potential students, who

might not even consider us because it takes time for them to learn what can be transferred.

- f. Jim asked, where did the transfer credit policy document come from? The transfer credit task force recommendations. The Provost Office (Carolyn Phelps) shared it with the Registrar's Office.
 - g. We are looking at the course to course equivalents. We are trying to create a database for this information so that we have consistency for the institution.
 - h. Jason suggests that Hideo looks at the documents and sees if there are things that we could do to make our policies more efficient and effective. Does the policy stipulate that the database will be populated and utilized? Should there be something said about the turnaround of decisions. There are things that might help move this forward operationally.
 - i. We should be able to post the credit upfront. We only do it after the student is confirmed. We want to get to the point where students know if they are given the credit, but advisors could still advise to take the course. We are looking for transparency and consistency.
 - j. We are also looking to see if we can accept kinds of prior learning credit.
 - k. An important next step: ask Hideo to review both policies and make suggested changes. We need to try to keep it more general with the policy.
 - l. There is a tension between wanting the policy to be specific enough but if it is too narrow, it is too limited.
 - m. How are decisions being made in the development of the database? Hideo said that Phyllis received the equivalency request, and she sends it to the content experts. Each unit is figuring out how those equivalencies are to be made. Faculty participation is very important because they know the course content. This wouldn't necessarily be put into the policy, but it is very important.
 - n. The appeal description is also an important part of the document, as well as posting of the newest equivalencies. An important question: to whom does the appeal go? Should it go to the unit a student majors in (this is the most typical)? The provost's office? The dean's office? Should it go to other units? This needs to be considered.
 - o. In the future, there would be Senate deliberation and a vote. We are not quite sure what the process would be. Does the Senate have legislative authority on this policy?
4. Meeting adjourned at 3:27 pm