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Academic Policies Committee Minutes of the Academic Senate 2020-10-02

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Academic Policies Committee
Meeting Minutes
October 2, 2020

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

Bolded are present.

1. Are all committee members comfortable with recording our meetings?
 - a. Yes, people are comfortable with this.
2. Approval of minutes from [9/18](#).
 - a. All approve the minutes.
3. Committee discussion of both proposed transfer credit policies (military and general), along with the feedback we have received through consultations thus far. See this [composite document](#).
 - a. We need to be consistent in the wording-- the transfer policy draft uses words like granted, received, counted-- and do these mean applied or accepted? We need to be consistent
 - b. If we determine an equivalency, we should be consistent.
 - c. Jim made the case that we shouldn't have a difference between applying a credit and accepting a credit. For the vast majority of situations, this is true. But there could be differences between the two. There can be a difference in pedagogy and approach that can be important-- there could be a uniqueness of the way a curriculum is delivered that could put a student in danger.
 - d. The policy needs to make clear that departments are consulted and the faculty make the decisions.
 - e. In advance, we want as many of these equivalencies identified as possible.
 - f. We need to understand what it means for faculty to reach decisions. Some are in a faculty role, some are in a staff role, trying to advance the best of their understanding of faculty decisions about transfers. There are two transfer specialists at work in the College, sometimes going to faculty, sometimes to the database, to identify applicability.
 - g. We need to move from transfer decisions made in a couple of weeks to much much faster. There is market pressure we need to consider.
 - h. We might need to capture in wording what we mean by faculty guided/driven choices. Every place John M has taught has had a transfer equivalency list. Once we have the list, it should be automatic. Decisions are made by department chairs.
 - i. We need language about who makes decisions on equivalencies. Academic units and departments. We need a process that faculty feel comfortable with.
 - j. Students will receive credit or apply specifically to a degree-- there are instances of both.
 - k. Individual faculty do not own specific courses.

- l. We want as much decision making done in advance so that it can be efficient with quick decisions. The decision that is made is about transferability and about applicability. If there is a question about it, there would be a second phase of passing something on for program or department review.
- m. There is a gap between describing what the transfer office is trying to do. We could get a mezzo-level description of the cooperation between the Transfer Credit office and the rest of campus. We could get language from Phyllis and Hideo that could spell out procedural details. There will be parts that evolve over time. There may be some evolving protocols and procedures. We could invite Hideo to draft some procedural wording.
- n. We talked about the fact that GPA calculations are applied differently by each academic division-- is this necessary? John suggested that it helps to have a bootstrapping operation in each unit to be able to calculate. In the College, the grades going into a GPA calculation are earned at UD. If it is counted differently by different units, what about double majors? There was a question about the sentence "Some count the grades..."-- what does this mean?
- o. We need to clarify whether this is typical transfer students and UD students who are transferring in a course.
- p. 30 of the last 36 credit hours need to be completed at UD.
4. Determination of next steps regarding transfer credit charges.
 - a. Tereza asked if there were any volunteers to help rewrite a draft.
 - b. APC should provide a rationale for judgment on the draft policy.
 - c. Would it make sense to have a communication with Carolyn Roecker-Phelps with the questions we have raised? Yes.
 - d. Tereza will draft something, the rest of us will respond, and if there is a lot of debate in the comments section, then we should meet before sending the responses to the Provost Office.
5. Meeting adjourned at 3:30 p.m.