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Academic Policies Committee of the Academic Senate 2021-03-12

University of Dayton. Academic Policies Committee

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APC Minutes
March 12, 2021

Committee Members: **Phil Anloague, Deb Bickford, Connie Bowman, Trevor Collier,** Michael Davies, Mary Ellen Dillon, **Jim Dunne, Laura Hume,** Jason Pierce, **Maier Qumsiyeh, Andrew Sarangan,** and **Tereza Szeghi** (chair). [Bolted are present]

Guests: [Amy Anderson](#) (UIEC Curricular and Co-curricular Standing Committee) and [Tiffany Taylor Smith](#) (UIEC Standing Committee for Professional Development, Education, and Training)

1. Approve the [minutes](#) from March 5. Approved by unanimous consent.
2. Consultation with [Amy Anderson](#) and [Tiffany Taylor Smith](#) regarding the draft [framework](#) for the CAP 5-Year Review.
 - a. In the first year, we will be focusing on the DSJ component, but more broadly, we are to consider larger implications on other university initiatives that are related
 - b. We need to work in a very coordinated way
 - c. Amy shared a few points:
 - i. The big question is, how does this integrate? We have to consider how the components integrate with each other. This is a key feature of CAP, though in the assessment plan we are looking at the pieces in isolation.
 - In the final year of the plan, there is an attempt at synthesis-- it could be very difficult to pull off.
 - ii. Between the time this was crafted and now, much has changed at the university-- for example, Youssef's role as the DSJ coordinator. Launching a new committee is probably not needed.
 - iii. Is DSJ set up to be building on earlier work from, for instance, the humanities commons, among others. Where is it positioned? Is it fitting in at more advanced levels? To do anything advanced, you have to provide a foundation. If it can happen in other spaces, we can build on it. Anti-racism has to be looked at across the curriculum, we have to consider it broadly. It is a complex effort
 - We need to focus also on where we need to go, not just taking stock of where we are. Maybe more questions can and should be geared towards that.
 - The diversity ILG should address anti-racism across the curriculum, and DSJ should as well-- at the more advanced level. We are looking for ways to make this more clear for people.
 - d. Question for Amy and Tiffany: Is the anti-racism emphasis one element of our diversity work? Yes. Anti-racism is not a separate entity. The diversity and inclusion strategic plan is the umbrella and the anti-racism plan is under that, as is DSJ. DSJ should incorporate all of this work. The diversity and social justice link is important.

- e. Tiffany: we need to use the core definitions in the diversity and inclusion strategic plan so that we are consistent with them.
 - i. As we advance this work, we may have to back up and change the way we are doing some things. We are in a good place to look at that more seriously. We are at the critical intersection where a lot of work is coming out, and we have to link this work together-- it cannot stand alone.
 - ii. Since this is complex, it would be helpful to have people who have been involved in this (like the DSJ coordinator) advance the work.
 - iii. Jim suggested that the DSJ course is often part of a “double counted” course. Does it get “watered down” when we do this? Should we think about DSJ being a standalone course?
 - f. Is DSJ, the CAP framework and the component, getting us where we need to go? How do we adjust over time to nudge it in that direction? This is an important question we should be asking in the assessment.
 - g. We have to come to grips with the faculty development aspect of this-- how do we get there? How do we get ourselves to build capacity? We need to understand how ready faculty are to learn the pedagogical and experiential skills that are needed for this work?
 - h. Every generation has deeper experience than the generation before-- so we need to be able to guide their learning. This generation has a very different view than our generation and the generations before, and their demands and needs are much higher than ever before.
 - i. Tereza asks “relative to CAP, what is working and not working now?”
 - i. Don’t expect DSJ to do it all
 - ii. Need for scaffolded experiences
 - iii. Lack of consistency in preparing students for the next level. Align the key outcomes. There isn’t continuity around what students know.
 - iv. There has been a culture shift to think about the curriculum over time-- the developmental aspect of it over time. There is much work to still happen in this arena, but that shift is large.
 - v. We need to encourage people to use examples that are broader than in the past-- for instance, using an example of poverty in a finance course, instead of a corporate example.
 - vi. There is a danger in thinking in international vs. domestic, or colonial vs. indigenous. If we “cover” Europe, we are still missing a lot of human experience (Eastern, indigenous, and etc.)
3. We will meet on March 26 with Tom Morgan and Castel Sweet. Next week, Kenya Crosson, Youssef Farhat, and Michelle Pautz. Suki Kwon and Bill Trollinger will provide written feedback.
 4. If we want this frame to be approved this year, Leslie needs it by mid-April. A proposed change from a program to a department and two certificates are also on our agenda list.
 5. We might ask the DSJ coordinator to propose what might be assessed.
 6. Adjourn at 2:15 p.m.