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APC Minutes
March 19, 2021

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

Guests: **Michelle Pautz (Assistant Provost for CAP), Youssef Farhat (CAP Diversity and Social Justice Coordinator), Judy Owen (Coordination for CAP), and Kenya Crosson (UIEC Curricular and Co-curricular Standing Committee)**

1. Approval of minutes from March 12 meeting, [here](#). No changes.
2. Consultation with Michelle Pautz (Assistant Provost for CAP), Youssef Farhat (CAP Diversity and Social Justice Coordinator), Judy Owen (Coordination for CAP), and Kenya Crosson (UIEC Curricular and Co-curricular Standing Committee) regarding the draft [framework](#) for the CAP 5-Year Review.
 - a. Updates about diversity and inclusion learning goal and the diversity and social justice component. One of the more unique aspects of CAP is a requirement to take a course in diversity and social justice. It is not a single course-- not a stand alone course. The course also focuses on social justice. We are trying to do a lot in advancing student learning. This component does not have uniform learning outcomes, nor should it. We have 172 different courses from all units for the diversity and social justice component-- This is big. Students can and should be taking courses across the university, and perhaps in their own major. This makes the assessment more complicated.
 - b. Youssef now occupies the position. The pool of applicants was large and strong.
 - c. The work of the diversity institutional learning goal (ILG) working group that launched last summer. That group is following along the lines of other ILG groups. Education around diversity does not happen exclusively in the DSJ component. The hope is that with students having a foundation in diversity as an ILG, by the time they get to their DSJ component, they can experience it at a more expanded or advanced level, not as introduction.
 - d. Jim asked about the double-counting of the DSJ course component and another-- how common is this? He expressed concern that it dilutes the impact of that course. Michelle: we can't easily give you an answer to that, because the way we track students and the courses they take in degree works, we cannot extract which courses are taken for which components. There is a technical reason for this. We can pull some information but the validity of that data is not huge. We see far more students taking crossing boundaries and DSJ components-- students wind up seeing some repetition in this. Jim said that business and engineering students have to do double counting to get through it all, but they get advice from advisors and he believes this is advice they get-- double count. Michelle said more of our entering students are coming with AP and etc., and there is less pressure to get through other courses because of this.
 - e. The CAP advising email is coming out today.

- f. The ideal design would be that when a student comes to a DSJ CAP course, they would have had more exposure. Are our students having a scaled or leveled experience as a result of this? How do we maximize the possibility that students have this experience? How do we create an assessment framework that is aware of the frames of anti-racism and our Diversity strategic plans rather than focusing exclusively in the DSJ course. To date, the university has not offered a lot of guidance on selecting.
- g. Two summers ago we empaneled a group of faculty and staff from across campus to develop the learning continuum for different diversity dimensions we can look for in the curriculum. To date the learning continuum is not required. Youssef uses it when working with faculty to develop new DSJ courses ... but it didn't exist when the original DSJ courses were created.
- h. Jason Pierce: the APC is trying to figure out how to move the assessment plan and move it toward implementation. Are there aspects of the framework you would find problematic or is the report going in a good direction? Does the staggered approach make sense? Does it make sense where we are going, to yield the continuous improvement we are looking for?
 - i. Michelle: Focusing on a couple of components that align with our grandest aspirations for our students makes sense. Also, focusing on the 70 capstone courses makes sense-- it enables the work to be manageable and yields a level of depth of exploration that wouldn't happen if everything happened in one year.
 - ii. Michelle expressed concerns about some of the questions because there is no way of knowing the answers that we are posing. We do not have prescribed course learning outcomes, nor should we, given the variety of courses they take. Inquiry will look very different from one course to the next. All of the courses have been reviewed by the CAP committee.
 - iii. We want all faculty who teach undergraduates to engage with CAP. when you start something new, it takes a while to get all faculty involved. We want CAP to continue to be invitational.
 - iv. Kenya said that the curricular and co-curricular group of UIEC also sees this as challenging. The deepest effort they have found across the university is around the work of the diversity rubric. They are going to look at this beginning framework. They will be expanding their work to look at understand undergraduate and graduate. They will be learning from what the diversity ILG group has already done. They are also looking at how the anti-racist plan might fit with this, as well as co-curricular efforts. Kenya thinks looking at two dimensions of CAP is a helpful approach because the two will be handfult in themselves. It also makes sense to leverage the work of the diversity ILG working group. Double counting causes difficulties. It would help to look at the DSJ course offerings and where are the opportunities for expanding for some units not as engaged in developing DSJ courses. Keeping this type of new course growth will be important. Students need multiple opportunities to develop. She would like to see more advanced DSJ courses offered.

- v. Kenya: look at the role minors are playing in the ways students are selecting courses, and look for opportunities that could be explored in terms of better achieving DSJ goals within CAP. What supports could be offered to better help students achieve these goals.
- vi. Michelle: there are questions to be asked around advising in terms of how students move through CAP (perhaps speak to Aaron Witherspoon). There should be some questions that address advising in the CAP 5-Year Review Framework.
- vii. Youssef: more work is being done now to ensure that DSJ conversations are not taking place in silos (including through the DSJ ILG working group and the work that Tom Morgan and [Castel Sweet](#) are doing). This has allowed him to do his work as DSJ coordinator in a more collaborative and meaningful way.
- viii. Youssef: interested in seeing questions in the assessment that are future-oriented.
- ix. Youssef overviewed some of the work he has been doing in his new role to get a better read on the number and frequency of DSJ courses, who teaches them, at what level, etc.
- x. Youssef: the flexibility of the CAP components (how you reach learning goals) aids faculty in being able to be innovative with courses and achieve CAP goals. Lots of work being done to think in new ways about how to best achieve DSJ goals (such as faculty peer-to-peer mentoring/course development, DSJ hangouts). Encouraged APC to use these channels to communicate with faculty and better learn about the DSJ work being done. Currently work also concerns how to support faculty in addressing DSJ at an advanced level. One group is doing benchmarking by looking at what peer institutions are doing to address DSJ, another looking at co-curricular opportunities, and another assessing how students are moving through DSJ courses in terms of DSJ learning goals (with a survey being disseminated to students in DSJ courses beginning next week to ask students about what they are learning--with discussions with the faculty after about the results of the survey--something we could draw data from for the CAP assessment).
 - The survey asks students to assess themselves, how they connect DSJ components relative to the course they are in, and what are students doing with this learning in real life? Kenya noted that the survey results can give faculty a path forward for thinking about how to design/teach DSJ courses.
- xi. Youssef: Where are the student voices in the process of assessment? We need to be certain that we hear them.
- xii. Youssef indicated that he has alternative ideas for the working group on DSJ, to ensure that it is representative of the various groups engaged in DSJ and those who can share up to date insights and data.
- xiii. Tereza invited all of today's guests to pass along and broad or detailed suggestions about the framework.

3. Adjourn, 2:21 p.m.