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## **Academic Policies Committee of the Academic Senate 2021-03-26**

University of Dayton. Academic Policies Committee

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APC Minutes  
March 26, 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: [Castel Sweet](#) and [Tom Morgan](#)

1. Approve [minutes](#) from the March 19 APC meeting. We missed a quorum by one person, so we will approve the minutes next week instead.
2. Consultation with Castel Sweet and Tom Morgan (Co-Chairs of the Diversity & Social Justice ILG Working Group) on the CAP 5-Year Review [Framework](#).
  - a. Jim offered a one page summary of the draft from last year, and incorporated feedback from the CAP office and talked the committee through his one pager
  - b. Tom shared the work that he and Castel have been pursuing. There was a CAP DSJ working group, in which they created better draft outcomes for the DSJ component. They created a frame for learning that would be scaffolded and developmental. They also co-lead the diversity ILG working group which is focused on three areas:
    - i. Benchmark other institutions (Tom leading this)
    - ii. Catalog what we are doing (Castel leading this)
    - iii. Create an assessment tool, pilot run with 20 classes this semester. (Youssef working on this)
  - c. Castel shared that the diversity CAP social justice courses are not the only place we should expect learning to take place -- and the DSJ course should not be at the introductory level
  - d. They are focusing heavily on the assessment of our approach to ensure that students are taking away what we want them to be taking away-- for CAP courses and co-curricular efforts.
  - e. Questions and comments:
    - i. One concern raised last week about the continuum and the fact that we can't use this as a metric for CAP assessment when a large number of the classes accepted early in the program had that continuum... so how do we assess those early courses? Castel: we thought about the flexibility that is needed, particularly with different disciplines. At the beginner, intermediate, and advanced levels, thinking about how this works developmentally. The beginning level introduces concepts, definitions, and etc. Intermediate requires understanding and applying, and advanced, actually, starting to use them through experiential learning, to reach a solution or address a gap in things.
      1. If CAP DSJ is an advanced outcome, we should not be allowing 100 level courses that count for this outcome.
      2. We need to create change in order to do this, to be the university we want to be.

- ii. They are doing the kinds of things the review is calling for. In reporting the status of DSJ, maybe we should use what you have already found out and have developed. Jim asks, can you share that assessment of the twenty courses? Tom offered for them to be involved in this.
  - iii. Jim asks, what is the difference between the diversity ILG and the CAP DSJ course component. The work they are taking up recently is the larger, overarching ILG. incorporating diversity across the curriculum and co-curriculum will infuse the entire curriculum.
  - iv. Should we be using the continuum to have a role in the assessment. The continuum is ability-focused, not information-focused-- to look at skills.
  - f. Much of the work they are doing is influenced by the work Steve Wilhoit and others have done on vocation.
  - g. The diversity ILG work is looking to gather data from courses across campus to see to what extent there is intentional building on diversity in courses early in the curriculum.
  - h. It would be helpful if we all use the same language and definitions so that students recognize the consistency from one course to the next.
  - i. Tom talked about the challenges of having a good rubric but no buy-in by the faculty. If we are to change what we expect of our students, we will need faculty buy-in. We need this to be student-centered practice.
3. If there is time: discuss [feedback](#) from CAP leadership on the CAP 5-Year Review Framework. There was no time for this conversation.
  4. Adjourn 2:15 p.m.