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Academic Policies Committee of the Academic Senate 2021-04-09

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APC Minutes
April 9, 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).

1. Approval of minutes from [March 19](#) and [March 26](#). Skipped because of the lack of a quorum.
2. Discussion of the updated Ethics & Leadership Certificate [proposal](#), with potential vote.
 - a. The shared folder includes Jason Pierce's letter support of it
 - b. This is proposed to combine traditional curriculum with co-curriculum and the idea is to make the certificate one that would be relevant and applicable to students across the university
 - c. There is a gateway mini-course and then a series of links to existing courses.
 - d. One of the more unique features is the way in which programming could take place in Student Development, the Office of Leadership, and other areas.
 - e. The certificate is the next logical step for the College to take in building out more of an ethics architecture for our students.
 - f. There was a question in last meeting that the memo addresses. They are not envisioning the certificate being housed in a single department or center (perhaps later if enrollment grows).
 - g. Supervision for this certificate will come from the Associate Dean for curriculum, Danielle Poe.
 - h. There is an opportunity to involve students in thinking about themselves as leaders with an ethical compass.
 - i. Jim asked if this would require a lot of bookkeeping from students to keep track of all they are doing. Initially, Christa (philosophy) as experience in doing this at a previous institution. We will start with her, but we will need to explore how Degree Works can capture things like certificates. As enrollment grows, the idea would be to bring faculty into affiliation with this initiative so that they can provide advising.
 - j. Laura expressed excitement about this from the pre-law perspective, and will provide uniqueness for our students as they go to apply for law school, internships, and other pre-professional experiences. Laura is thinking about creating a legal ethics course to add to the curriculum. This would benefit the certificate but also benefit the pre-law program.
 - k. Andrew asks, what about technology-related ethics? Are they captured in any of the classes that are included (such as issues of broadband, etc.). Some of the courses coming out of the philosophy department (medical ethics, business ethics, information ethics and engineering ethics may have this content).
 - l. Where it would make sense for there to be co-curricular programming that would make sense for groups of students getting their degrees, there would be receptivity in looking for programming that could accompany courses.

- m. Jim noted that students take either business ethics or Christian ethics, so they may be thinking they should expand their understanding by taking other related courses.
 - n. Tereza noted that there are lots of areas for growth with this certificate.
 - o. Trevor gave a motion to approve, seconded by Laura. Six approved by unanimous consent by all voting members present. [the two associate provosts are non-voting members]
3. Discussion of the CAP 5-Year Review [Framework](#), with strategizing of next steps.
- a. At next week's Senate meeting, Tereza is to provide an update to the Senate on this. This will be the first time the body will see the document again-- they will vote at the April 26 meeting. Leslie will need the document by April 19.
 - b. Tereza will be scheduling another meeting. It will be Wednesday, April 14 from 10 - 11.
 - c. Jim shared a new draft of the document, highlighting areas in red that are "new" from the 2020 version
 - d. There are two paragraphs below the second added red paragraph that are the result of looking at Steve Wilhoit's comments.
 - e. Overall CAP evaluation questions
 - i. Deb asked if "Is CAP being implemented and delivered in its components as specific by DOC 2010-04" is too much a yes or no question. Most of the goals and principles were implemented in the design of the components.
 - ii. One of our earlier discussions was about a complete evaluation or take a component or two components at a time. In thinking about implementation next year, the second question on the list "Are the broad goals of CAP being achieved? A. as perceived by faculty and advisors; b. As perceived by students. If the group would be amenable, perhaps we should say that over the course of the years, these are the overarching questions we want to develop answers around.
 - iii. There was some conversation about synthesizing knowledge over time. We don't want a rigid framework that isn't informed by learning over time.
 - iv. The fourth question, "Where there are measures of student learning outcomes in CAP, what conclusions may be drawn?" Perhaps this can be altered to capture the idea of what assessment data should we start collecting so that next time, we will have a better sense of how to improve"?
 - v. Question 3: "are there recommendations for improved CAP implementation?" Are we talking about individual courses or the CAP program in general?
 - f. The newest draft will be shared with all of us. Please make comments using the "suggesting" mode of editing, so that we can trace what was original and what is being suggested as a change.
 - g. Jason thanked Jim and Tereza for their considerable efforts in incorporating comments from Steve Wilhoit and the CAP office into the new version.

The meeting was adjourned at 2:22.

Further reference materials:

- [Feedback from the CAP office](#) on the review framework
- [Feedback from Steve Wilhoit](#) on the review framework