

Fall 9-20-2021

Academic Policies Committee of the Academic Senate 2021-09-20

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APC MINUTES - APPROVED

September 20, 2021

1:30-2:30 PM

St. Mary's Hall 113B

Committee Members: Phil Anloague (ex officio); Philip Appiah-Kubi; Deb Bickford (ex officio); Laurel Bird; Jenna Borrelli; Art Busch; Alison Carr-Chellman; Trevor Collier; Jennifer Dalton; Neomi DeAnda (chair); Greg Elvers; Harold Merriman; Jason Pierce; Dan Reyes; Sarah Webber

Guests:

Elizabeth Mackay (humanities commons coordinator) [via phone]

Judy Owen (CAP coordinator)

Cassandra Secrease (oral communication coordinator)

1. Approval of [APC minutes](#) from 13 September meeting. Questions or changes? Items under 6B are specific to senior capstone, so were moved up to the discussion of the senior capstone earlier in the minutes. Unanimously in favor of the minutes.
2. Discussion of the CAP 5-Year [framework](#) and implementation plan
 - a. Guests from CAP 5-Year Review Leadership (Neomi's unofficial name for this group)
 - b. Elizabeth Mackay: humanities commons coordinator, in second year of her position now.
 - i. One concern is how to address eight distinct courses in one document, for assessment purposes
 - ii. Question: how much data does APC expect to see?
 - c. Art Busch, Senior Capstone
 - i. UNRC request will go out soon, looking for two faculty members to be a part of the capstone working group
 - ii. Once those people are identified, they will follow the five year framework in the CAP 5 year framework document
 - d. Cassandra Secrease: communication coordinator
 - i. They do a variety of assessments, including a dialogue
 - ii. They have data going back five or six years
 - iii. Cassandra is not sure what exactly the APC is looking for
 - iv. Neomi will send the document to all the coordinators
 - e. Overall questions on the bottom of page 3, top of page 4. How does your component look now that you are working through the assessments, as it was originally developed by CAP. Are there things that need to be changed in the CAP document for the future? Also, how does your component respond to various questions about CAP and what it looks like. This is a living, moving process so please feel emboldened to make suggestions on how we make changes.
 - f. Want the CAP office to assemble what was done in the 2 year evaluation. The CAP office is looking for clarification on these guidelines. Judy also asked if Youssef and the other coordinators have latitude to shape what their work will look like. Judy also asked for clarification on what kind of reporting the Senate is

looking for during the year.

- g. Update on meeting with ECAS
 - i. ECAS asked if we could clarify the word “working” -- what is working and what isn’t-- and clarify that we are referring back to the original CAP document.
 - 1. We should think through the different dimensions of this and get that information to coordinators
 - ii. We should be thinking about whether or not there should be proposed policy changes
 - iii. If coordinators want to use an approach that is radically different from what appears in the document, you should document why you are pursuing this different approach.
- 3. Well-Being Education Certificate [charge](#) from ECAS
 - a. Discuss [proposal](#) with reference to [DOC 2019-03](#) Actions Pertaining to Degree Programs and Academic Departments (Revised) for guidance on consultation (Charge, proposal, and DOC 2019-03 may also be found in the 13 September and 20 September Google folders, if links above are not working.) [Here is the link for DOC 2018-2 Undergraduate Academic Certificate Programs, which is the document listed in DOC 2019-3 for certificates and the one we really need to consult.](#)
 - b. Questions to bring back to the group
 - i. Shows a great amount of collaboration across campus, including curricular and co-curricular opportunities
 - ii. 1.b. There was a reference to human rights, but no human rights courses listed.
 - iii. What about contributions to the community? As we think about communities, what about race and ethnic students, or the Office of Diversity and Inclusion? How are these areas linked to the certificate?
 - iv. The certificate coordinator will be coordinated by Kristen Keen. Is this a first time for this kind of collaboration? In the Hanley Sustainability Institute, there is a graduate certificate that is outside of a formal academic department. In the future, could advising be in the purview of providing academic advising for a minor?
 - v. There might be good integration with CAP requirements also. It could be a model for utilizing the CAP framework while highlighting
 - vi. Could they further specify the requirements of the academic coordinator on page 11 of the proposal (in the pdf). 5c
 - vii. Who is responsible for the portfolio-- the internship-- is that the certificate coordinator? Could we further clarify the relationship between HSS and the Brook Center?
 - viii. Questions regarding the internship
 - 1. Is it a paid internship? Where would students obtain these hours? If they are paid interns, it should be specified up front.
 - 2. To get this many students through the program, to have to evaluate all of these students separately, would need a more articulated plan for these internships.

- ix. What is informing the projections from #3-- did they do a survey or market analysis to identify the 25-50 range for students?
- c. Suggestions:
 - i. The word mission should be added to this document-- and it reads so much that it is a mission-driven certificate, and it aligns with the SEHS mission in place.