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Spring 2-21-2022

Academic Policies Committee Minutes of the Academic Senate 2022-02-21

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APC Minutes - Unanimously Approved March 7, 2022
February 21, 2022

1:25 - 2:15 PM

Committee Members In Attendance: 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

1. Review minutes from February 14, 2022.
2. Divide into subcommittees (we will discuss both pieces as a full committee next week after initial discussions this week)
 - a. CAP 5 year review
 - i. Sarah Webber
 - ii. Jenna Borrelli
 - iii. Art Busch
 - iv. Greg Elvers
 - v. Jason Pierce/Danielle Poe
 - vi. Harold Merriman (may still have class during meeting time)
 - vii. Deb Bickford (will not be present)
 - b. Student Evaluation of Teaching
 - i. Jen Dalton
 - ii. Laurel Bird
 - iii. Dan Reyes
 - iv. Alison Carr-Chellman
 - v. Trevor Collier
 - vi. Philip Appiah-Kubi
 - vii. Philip Anloague
3. Other

A giant thank you to Sarah Webber for Chairing this meeting and to Sarah and Jen for taking minutes in the subgroups as Neomi De Anda and Deb Bickford cannot be present.

Minutes- CAP 5 Year Subgroup 2-21-22

First Year of CAP 5 Year Review Subcommittee Discussion Guide Points

1. Look through component reports to bring together any final questions for coordinators and director.-- Assigned to Subcommittee- Please review and add any outstanding questions to this document before our 2/28/22 Meeting:

Please add comments/questions here:

DSJ: The interim report is excellent at providing background information about this component and clearly shows the immense amount of work that the DSJ group is doing. However, it does not directly address the issues that we have been charged with:

- What is working and what might be improved in students' learning within CAP DSJ?
- How do the CLOs for DSJ designated courses map onto the DSJ assessment rubric created in 2019? (For example, in the DSJ rubric are course offerings collectively at the "beginner" stage? "intermediate"? Where do we want students to be? How can we bridge the gap?)
- Where are the gaps in DSJ course offerings? (For example, the Diversity Mapping Report noted DSJ courses highlight international over domestic topics.)
- Are courses that satisfy multiple CAP requirements (e.g., courses that count for DSJ plus Crossing Boundaries) less able to meet the outcomes articulated in the DSJ assessment rubric?
- What are barriers to accomplishing goals for DSJ, and are there any improvement suggestions?

Perhaps the information is in the report but is hard to find amongst all the other information. It would be helpful if each of the above items were a major heading in the report and followed by the information relevant to that item.

SJW- 2-28-22 Agree with the outstanding comments already noted in the interim reports. Also agree that DSJ should incorporate more of the information directly from the charge (as noted in the questions listed above).

I am not sure if we have done this yet- but have we shared the interim reports among the CAP coordinators? If not- I would suggest we allow them access to compare formatting/headings.

2. What additional assistance may Art need from APC or others regarding the Major Capstone review?

Per Art: No resources requested; info is still being compiled to write report.

Objective: Assess if departments are setting up appropriate review processes.

Next step - send out questionnaires directly to instructors.

3. Compare the APC Proposal for Clarification document with 2010-04 regarding the components we are reviewing this year – First Year Humanities, Communications; and

Diversity and Social Justice. From the draft reports, does anything stand out that may need clarification? Assigned to Subcommittee- Please review and add any outstanding questions to this document before our 2/28/22 Meeting:

Please add comments/questions here:

SJW 2-28-22 Reviewed all interim reports and 2010-04— no clarifications needed- I would like to suggest we put the reports in a similar format (at a minimum- a template cover page or if possible- similar headings throughout the report).

SET Subcommittee Minutes

The committee reviewed the charge and began the review of the SAPC Administration of SET Policy document.

Items addressed in the review:

1. Clarified in person versus online administration. The faculty handbook may refer to 15 minutes and administration at the start of class rather than end of class. Will verify with the faculty handbook.
2. Added: “Standardized language for this statement is available on the Accessible Syllabus through the LTC.”
3. Added a table to provide guidance on having conversation with students related to SET
4. Sub-committee had a question with where this is integrated with other policies and who is responsible for this.
5. No change
6. Sub-committee recommended removal of this request and to keep with the current timeline. This was related to how it might impact current processes, university closure, and adequate time for course revisions.

Sub-committee will look at policies to evaluate for discrepancies with this policy.

SET Subcommittee use ECAS Charge to the APC as discussion guide

February 11, 2022

Regarding: Drafting a New University Policy for the Administration of Student Evaluation of Teaching (SET).

ECAS requests the APC create a new policy for the administration of SET to undergraduate and graduate students. This policy should incorporate the recommendations of the SAPC reports ([SAPC USE OF SET DRAFT POLICY](#) Report and [SAPC ADMIN OF SET POLICY](#) submitted to ECAS on 28 January 2022) and the [SET and Classroom Climate Task Force Report](#). The new policy would replace all of the existing policies on the administration of SET. This would be a stand alone policy that would be reviewed on a regular basis (determined by APC recommendation).

This charge is a joint charge with FAC. FAC will identify and update SET policies related to faculty evaluation. A combined [database of SET documents](#) has been created for both Senate groups to reference. Additional documents may be added to this database. ECAS requests that working documents and drafts be shared with FAC so as not to overlap efforts.

Expected Consultation: SAPC reports on SET, FAC, ECAS, IBRAC, and Academic Senate.

Existing policies that include sections that relate to student evaluation of teaching include but are not limited to:

- **DOC 2014-02. Proposal for a New Student Evaluation of Teaching Instrument and Delivery Method** (approved February 14, 2014)
- **DOC-2012-03 Recommendations for Revision to the Process for Student Evaluation of Teaching** (approved March 16, 2012)
- **DOC-2004-08 Use of Student Evaluations in Judging Teaching Effectiveness** (approved December 3, 2004)
- **DOC-2000-01 Directions for Completing Student Assessment of Instruction--Report of Results of Students Assessment of Instruction** (February 18, 2000; Effective March 1, 2000)
- **DOC-1999-07 Student Assessment of Instruction** (December 3, 1999; Effective March 1, 2000)
- **All relevant policies in the Faculty Handbook**

ECAS would like this work to be complete by 15 April 2022.