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## **Academic Policies Committee Minutes of the Academic Senate 2023-10-05**

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# ACADEMIC POLICIES COMMITTEE (APC)

ACADEMIC SENATE  
UNIVERSITY OF DAYTON  
2023-2024

## Approved Minutes

THURSDAY, OCTOBER 5, 2023  
11am-12pm – Roesch Library, RM 215

\*members in bold were present

**Chair: Nancy Haskell**

Members: **Jen Dalton**, **Greg Elvers**, Melanie Hendrick (SGA), **Allison Kinney**, Gul Kremer, **Harold Merriman**, **Vincent Miller**, Lou Persiani (SGA), **Rebecca Potter**, **Andrea Seielstad**, **Todd Smith**, Kathy Webb, Lee Dixon (ex officio), Amy Anderson (ex officio), Darden Bradshaw (FAC Board rep)

**Guests: David Watkins** (Chair CAPC), **Meghan Henning** (Assistant Provost CAP)

1. [Minutes 9.28.23](#) approved by unanimous consent
2. ECAS Update – nothing critical – skipped in the interest of time
3. Discussion of the role of CAPC with APC in reforming the periodic review
  - a. Why did the charge go to APC and not CAPC?
  - b. Discussion regarding CAPC's comparative advantage in reforming the old system, but that doesn't necessarily translate into creating a new review process
  - c. We really need to think about the purpose of review and define that
  - d. Important to iteratively circulate ideas for the new process to CAPC for feedback
4. David Watkins provides context on overall workload of CAPC and pros/cons of prior system
  - a. CAPC is a moderate to heavy service lift, especially in the spring with many courses to review, but they operated in a fairly efficient system of sub-committees
  - b. The former CAPC review of each course added real value in 2 areas:
    - i. Exerts a little pressure on faculty to do assessment / make assessment plans
    - ii. Helps faculty consolidate, simplify, and clarify course learning outcomes
  - c. Problems typically arose due to translation issues stemming either from faculty not taking the process seriously, or some faculty who did put in good faith effort feeling like the committee was being disciplinary (even when that was not CAPC's intent)
  - d. Clarification that CAPC's job is to implement language in Senate Docs. APC's job this year is to provide less vague language than the original senate docs that conveys a better vision for what assessment should be
5. Discussion of language (4 questions) for when CAPC approves new courses this year under the temporary pause to CAP periodic course review
  - a. [Senate Doc 2023-06](#) states that a full course assessment plan will not be required as a condition of CAP approval while the suspension of the four-year review process is in place (not requiring formal assessment represents change in CAPC charge this year)
  - b. CAPC created [4 guiding questions](#) to help faculty think about potential future assessment, given uncertainty about what form that might take
  - c. APC gave feedback and made slight edits to language in the guiding questions

- d. Concerns were raised and debate ensued as to whether these questions were too vague, and why they didn't require written responses. Why not expect clear CLOs, assessment plans, and rubrics?
    - i. Noted that CAPC does still require CLO's and CIM still expects those to be linked to CAP components – just the supplementary assessment plan in CIM is paused
  - e. Motion to vote at end of meeting on CAPC [4 guiding questions](#). Voted 8 for, 1 against, in approval of CAPC [4 guiding questions](#).
6. Next meeting we will address the creative design agenda item that we did not have time for today. Helpful readings ahead of next meeting include:
- a. [Senate Doc 2023-06](#)
  - b. [Relevant language](#) on assessment in [Senate Doc 2010-04](#)
  - c. Process for and elements of [CAP course approval](#) and [4-year review](#) on the prior system
  - d. [Data on components](#) offered across units