

Academic Policy Committee Meeting Minutes
November 7, 2017

Present: Greg Young, Sarah Ash, Mary Beth Hawkins, Robert Hayes, Neal Parker, Angela Smith, PK Lim, David Auerbach, Sid Thakur

Absent: Darby Orcutt, Helmut Hergeth, Sophia Katharioiu, Deniz Eseryl

Topic: Recommendations of the General Education Diversity Task Force

Note that the discussion centered mostly around the USD recommendations, although the Task Force also recommended changes to the GK requirement. The committee also did not engage to any significant degree with the co-curricular/cultural competency recommendations or the suggestion to reduce GEP credit hours to 30.

We need to make sure we have the courses to meet the USD requirement if it goes to 3 credit hours. We don't want a repeat of the previous situation in which there weren't resources put behind the requirement; that's how we ended up with 1-credit hour classes on the list that have become problematic.

Therefore we need to know how many seats are currently available. More 3-credit courses have been approved since the time period when the 1-credit hour classes were being added due to lack of seats, so it might not be as much of an issue as it once was. It's also possible that there are courses currently being taught that could be put on the list (e.g., some HR-related classes in PCOM).

Do any courses currently on the list lend themselves to a large class format to increase student numbers? We may not have facilities for them, including teaching assistants, especially in CHASS.

This kind of change will always mean a reallocation of resources v. availability of new resources. As a result, resources may not be put in areas of disciplinary need for the major, potentially creating logistical and time-to-degree challenges. What might faculty have to give up if they teach a larger number students and/or different classes?

The change may make it harder for students to fulfill a minor due to the loss of the additional breadth category and/or 3 fewer IP hours. Does this replace on advising problem with another?

It is unfortunate that non-STEM students at a STEM-heavy institution would be losing 3 hours of STEM courses with the removal of the Additional Breadth category.

Stepping back, what would really make a difference? What are the issues facing people in the "real world" E.g., male on female sexual assault v. diversity? That is, is this the most important issue to be addressing? Maybe preventing sexual assault in the competence piece and/or what University Housing is working on? What about something like Title IX

training? But the task force discusses the need for more than just one workshop. We need to consider the climate on campus as well, as surfaced by the town hall meeting from last year. Students clearly have concerns about diversity and feeling safe on campus and in the classrooms.

Should we look at GEP as a whole? We'd like to know first what SACS requires for the GEP beyond 30 credit hours. We'd also like to have more information regarding what other universities are doing relative to diversity? What about the data regarding this that were collected last year?