

UAP Meeting
Friday, November 6, 2020
10:00 a.m. – 12:00 p.m.
ZOOM

Present: Andrew Setterstrom, Ursula Sullivan, Kathryn Jaekel, Nicholas Grahovec, Hyun-Mee Joung, Beth Moxley, Therese Arado, Dennis Brain, Jenn-Terng Gau, Alecia Santuzzi, Brandon Lagana, Carolinda Douglass, Ritu Subramony, Tawanda Gipson, Carrie Zack, Jeanie Sparacino.

1. Carolinda started meeting with an update for UAP Input in Review of Assessment Processes
 - Brandon Lagana, Therese Arado, and Alecia Santuzzi have volunteered to be a voice at the APC meetings. The next meeting is November 16, 2020. Not sure if assessment will be discussed.
 - General Education Committee (GEC) and AAE collaboration
 - i. Help the GEC come up with an assessment plan, they have a draft, needs help with learning outcomes.
 - ii. AAE's job to help with goals, get data, consolidate it and turn into a report format
2. IUPUI Assessment Institute debrief
 - Talked about setting up a folder on one-drive for materials acquired from the conference
3. Equity in Assessment Discussion
 - Carrie presented
 - Breakout rooms: small group discussion – Discuss times when diversity of student identities/experiences affected their experience of teaching and learning activities or assessments
 - i. Comments on usefulness of multiple forms of assessment (to show learning has occurred) to be implemented in the assessment of a course, and across the program.
 - ii. Issue of student experiences and equity came up; students may not all be on the same page as they attend to content e.g., clinical nursing class. In such cases, connections with them are important so they will communicate and let you (instructor) know.
 - iii. How do we move forward in inclusivity? Faculty-student connection is essential and crucial because we cannot always know what to do – reciprocity in course construction is important. Beth M provided examples of feedback folders for encouraging communication in a class of 80 students and one on one meetings. Data analysis e.g., scoring poorly on specific items an indication – becoming aware that many data points across assessments and teaching-learning interactions may be indicating something
 - iv. Emphasize and understand student perspectives- how they feel about learning, what is important or not to them. Providing activities, extracurricular programs that we believe benefit them but may not really.

- v. All agreed to student perspectives and voices being important on committees - looking for an undergrad and a grad student to join UAP
 - vi. Several UAP members agreed that these conversations are useful and can lead to concrete actions such as reviewing the rubric from an equity lens, understanding that we need to be flexible in assessment, and be cognizant of the design process in assessment at the outset
 - vii. Carolinda asked about inviting people from Academic Diversity, Equity, and Inclusion (ADEI) or from Center for Innovative Teaching and Learning (CITL)– Alecia agreed that would be appropriate and helpful
4. Continue the UAP Assessment Plan Feedback Checklist-Norming exercise –tabled for a future meeting
 5. Adjourn

Meeting adjourned at 12:00p.m.

Next meeting Friday, November 20, 2020