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Student Academic Policies Committee Minutes of the Academic Senate 2000-11-27

University of Dayton. Student Academic Policies Committee

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Student Academic Policies Committee

of the

Academic Senate

Minutes

November 27, 2000

2:00 – 2:30 p.m.

Present Senators: Burrows, Doyle, Eimermacher, Mize, Mott

Issues:

Alternative Grading System I – 00 -- 16

Two new issues were brought up about the alternative grading data. First, does the grading distribution obtained for winter 2000 include graduate grades? If so, can we filter them out to get a better feel for the undergraduate grading distribution? George Doyle will check with the registrar.

Second, are there any potential legal problems if we change the grading system for all students at one time? The 2000-2001 bulletin states on page 62 "The University reserves the right to change the grading system." Nevertheless, George Doyle will check with Legal Affairs as to any potential problems.

Student Senators Academic Senate/ SGA Academic Senators I – 00 -- 24

It has been suggested that student senators on the Academic Senate also serve as SGA academic senators. Two major problems must be addressed. First, the Academic Senate's Constitution specifically states that senators are elected in the fall of the year to start serving at the beginning of the winter semester. SGA elects in the spring to start serving in the fall. Second, there are six undergraduate student senators on the Academic Senate, representing humanities, social sciences, natural sciences, business, education, and engineering. There are eight SGA academic senators, two each representing the college, business, education and engineering.

Since it might be difficult to get 50% of the faculty to vote on changing the

Academic Senate Constitution, and since it would be a different time line for the students as compared to the faculty, it is suggested that SGA consider changing its procedures in representation and election of its academic senators.

New Business

Reviewing the Student Assessment of Instruction Form

A brief discussion of how the Academic Senate might review the Student Assessment of Instruction form yielded the following suggestions. The policy will not be reviewed until January 1, 2002.

Is the new assessment form helpful in evaluating teaching and learning?

Is the new assessment form helpful in improving a course?

Is the new assessment form helpful in evaluating the Competency Program?

Are the faculty getting good feedback on the open-ended questions?

Should any of the statements be eliminated or modified?