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Student Academic Policies Committee Minutes of the Academic Senate 2019-11-21

University of Dayton. Student Academic Policies Committee

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Minutes SAPC - November 21, 2019

Present: Jay Janney, Fran Rice, Catherine Kublik, Suki Kwon, Laura Leming, John White

Materials: Suki distributed a list of all the documents we have received so far and hard copies of the materials that were presented at our last meeting with David Wright and Susan Brown on November 14.

Jana Bennett's paper on the impact of the SET on women can't be printed but she provided the link. Bennett suggested creating a task force, so that is one option we might consider as a suggestion.

Jay will provide copies of the SBA T&P criteria, Suki will send the CAS and University T&P policies on teaching, and John White will send the section on teaching.

From last week's meeting, we heard that the Pros of the Online SET are: More student comments which are more nuanced, quicker turnarounds but the major Con is there is a lower completion rate.

It seems that the Issue with SET is less with the instrument itself and more how department and Unit committees and Deans are using the scores. Some seem to rely on this quantified measure of teaching rather than on the more nuanced other measures. What we need to emphasize is how these are used and especially the importance of multiple measures. We think we are seeing an inconsistency in how they differ across campus. Letters written should contain evidence that committees used evaluative measures beyond the SET. The charge to Unit T&P committees by the Dean should emphasize the importance of considering multiple measures or teaching effectiveness.

We discussed how some consideration might be needed for the specific courses that are taught and how students are reactive to particular courses. Some student comments give more reliable information – give developmental points rather than just complaints. We could address department policies by encouraging real reliance on multiple measures and not unduly rely on numbers. When numbers are low they need to be interpreted in context of the courses and the students. Implicit bias training – specifically on SET should be mandatory for unit T&P committees, Department chairs and Deans. *Data analysis.*

Looking over the charge and where we are at this point, we see our next step as inviting someone from the Office of Diversity and Inclusion and the Women's Center to ask their input on what they see as issues with SET. Laura will invite those reps for December 5th. Laura will ask Chris Schramm about who would be the best person or persons from Student Development to invite to talk about how students are being encouraged to give constructive feedback on SET. We hope to speak to Student Development personnel on Dec. 12th

In both of the next conversations, we hope to arrive at some best practices for handling and reducing bias in student comments on SET. CMM (100?) courses emphasize SET and how students should participate. The LTC offices a PATH point eligible workshop on students and SET but we don't have a read on how many students attend.

We also discussed suggested common language to give to faculty to announce SET (like we used to have on paper) – about their opportunity to shape courses and to make recommendations for improvement of teaching.

Other suggestions to faculty: do MID and show students that you do make adjustments based on student feedback, give students a heads up a few weeks before SET to be thinking about how they will make recommendations.

We adjourned at 11:30 AM.

Respectfully, Laura Leming