

12-5-2019

## Student Academic Policies Committee Minutes of the Academic Senate 2019-12-05

University of Dayton. Student Academic Policies Committee

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**SAPC Minutes – 12/5/19 (NB see temi.com for free transcription of audio files)**

Present: Joanna Abdallah (Grad student), Vijay Asari, Jay Janney, Catherine Kublik, Suki Kwon, Laura Leming

Guest: Dr. Lisa Borello, Director, Women's Center

Approved Minutes of 11/21/19

Lisa Borella was introduced. The question posed was, from her position as Women's Center Director, what has she learned that could contribute to our understanding of how best to use SET effectively.

Called attention to Jana Bennett's work and the Women's Center Newsletter that contained a summary of her report.

Comments she hears from faculty:

SET is a flawed way to evaluate teaching and it tends to inspire students to make non-productive comments.

- 1) Issues: social identities get critiqued rather than pedagogy – gender and then how it intersects with race and age, accent, nationality and perceived difference – Students are evaluating based on appearance, how they think someone should act in this space, stronger women get critiqued more than people who conform more to gendered stereotypes – positive comments like professors are “helpful and happy” rather than effective in particular ways
- 2) Pre-tenure faculty are concerned – they do not have confidence that chairs and committees are evaluating the comments in terms of bias– students have experience of growing up behind an anonymous screen and say whatever they want
- 3) There is a need to increase student skills for evaluation: how to productively offer critique –
- 4) Are the chairs thinking about bias and taking it into account? People who are vulnerable and have somewhat marginalized identities are likely to be harmed when bias is not dealt with

What's the training and framing that students get around giving helpful?

Tool needs to evaluate the course as well as the teacher's behavior.

Are faculty creating inclusive

Erin O' Meara – she never cooked for us –

Framin on the front end – calling out what this is and what it isn't we all carry implicit bias and need to recognize it and work against it

Did the faculty person created an environment favorable to learning –

**Put an introduction on the tool itself –**

**Best practices on what faculty should say** – how do you add a comment that is rich and helpful – not linked to a personal issue that you have ...Say why and give examples...

**Common language – on the givers side –**

**People who are analyzing** – chairs need to have an appreciation of how their interpretations and summaries impact people's lives.

**Understand context when Evaluation comments are critical** of a program as well as a course - consider the particular course (e.g., a math course in a major that isn't math)

International faculty are victims – not just because of accent but difference in attitudes towards teaching.

Profs from the US consider students as clients, whereas in Asia, students are not clients – education is not a product. Also need awareness of how we are dealing with racial stereotypes. International faculty might get tracked into more difficult courses that others don't want to teach. This varies across units.

Framing is important – needs to be seen by students as developmental – naming the implicit bias -

Changing the tool isn't the point – it's how it is used