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Fall 9-17-2021

Student Academic Policies Committee of the Academic Senate 2021-09-17

University of Dayton. Student Academic Policies Committee

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SAPC September 17, 2021

Attendance: Joanna Abdallah, Lee Dixon, Sharon Gratto, Jay Janney, Allison Kinney, Ryan McEwan, Grace Pierucci, Andy Slade, Thomas Skill, John White, Madison Woodrum

1. Introductory remarks. ECAS sent SAPC its charge for this year. It is in the google drive (search for "shared with me". It is pasted it below as an appendix.
2. Minutes were approved as written.
3. Academic Dishonesty report update: Allison Kinney indicated that the sub-committee had met and that they were comparing documents and searching for inconsistencies. Lee Dixon said the document will be brought back to us late in this semester for approval before moving on to ECAS for a second approval and eventually to the Academic Senate.
4. SET and classroom climate. Per the ECAS charge, Sharon indicated that Sam Dorf, Senate President asked the Student Government Association leaders and the SAPC join to create a committee to discuss SET and classroom climate. This committee would need SAPC representation. Sharon was asked to identify SAPC representatives to serve on this committee. She also requested that SAPC's SET recommendations, though related to classroom climate, not be held up by the work of this committee. Classroom climate should be treated both separately and together.
 - a. Sharon Gratto and Andy Slade agreed to serve on this new committee. Undergraduate student Grace Pierucci volunteered to be on this committee as well, and we will submit her name. Joanna Abdallah requested representation from graduate and international students. Amy Anderson may be able to help identify an international student and another faculty member for the committee. Sharon will ask Amy Anderson for her assistance.
 - b. Sharon would like the SAPC to continue its work to come up with a final report on SET to ECAS and then to use that report to inform campus climate discussions.
5. SET policy discussion.
 - a. The SAPC developed a report last year and were encouraged to engage in dialogue with the greater UD community concerning the target. Sharon Gratto emphasized three priorities for SET
 - i. The form as exists now is validated, may not be eliminated, and doesn't require revision at this time
 - ii. While the SET process can be improved, problems are not with the form but how the form is administered and used by others
 - iii. Course evaluations cannot be a sole tool for evaluating faculty; while this is the existing policy, there are concerns that it is not being followed campus wide.
 - b. We think meeting with chairs regarding SET has merit. One way to do so might occur via the chair's collaborative. Sharon will talk to Deb Bickford to inquire about getting on the Chair's collaborative agenda
6. Anonymity for SET policy discussion.
 - a. At last week's meeting we learned UD can track who submits comments to SET, reserving it only for comments deemed dangerous (it is time consuming, we use it)
 - b. Do students understand this? Do they understand what constitutes a dangerous comment?

- c. A question arose on whether UD's SET policy on determining the identity of a student writing a comment should extend from dangerous to policy violations (e.g. harassing comments).
7. Ryan McEwan proposed someone record a two minute video that faculty can share in class, or in Isidore. Overall the committee likes the idea, but did not finalize approval. Some discussion of the comment is presented below
 - a. SAPC students indicated they like having a video, prefer it not be presented in class because they'd have to see the video time as often as 6x per semester.
 - b. One solution is to attach it to SET introduction email. Attaching it to an email means they'd see it once, although SAPC students are less likely to click on it.
 - c. Tom Skill recommended a multi-channel approach, for example embedding the video in both emails and in Isidore. Doing so permits UD to examine usage analytics (do they use one more of the other).
 - d. A question asked if we should provide examples of offensive language, examples of good comments?
 - e. We supported having both faculty and students speak in the video, perhaps injecting humor?
 - f. Delivery matters: SAPC students indicated how students might not go out of their way to watch a video. Incorporating it into a syllabus as an assignment (easy checkpoints) will more likely ensure more engagement.
 - g. A suggestion asked if TCOM students do the video if others cannot?
 - h. Sharon recommends we put Ryan's proposal in our eventual ECAS report.
8. The academic senate meeting for Sept. 24th shifted from in person to zoom; therefore SAPC will meet via Zoom as well.

The meeting concluded at 3:22pm

Jay Janney, recording clerk

Appendix: the 2021-2022 ECAS charge

Charge to the SAPC

September 17, 2021

Regarding: Mitigating Bias in SETs and Classrooms.

ECAS requests that the SAPC work with Student Government Association (SGA) to develop recommendations to mitigate bias in the administration and application of Student Evaluations of Teaching (SET) as well as mitigating bias incidents in the classroom (virtual and physical). SAPC's work on SET during AY20-21 should inform the work of the current charge.

SAPC and SGA should identify a small group comprised of members from SAPC and SGA to lead these efforts and seek broad consultation with key campus partners including, but not limited to, the Office of Diversity and Inclusion (ODI), the Inclusive Excellence Academic (IEA), Multi-Ethnic Education and Engagement Center (MEC), Equity Compliance Office, Associate Provost for Faculty and Administrative Affairs, and Associate Provost for Academic Affairs and Learning Initiatives.

ECAS requests that the small group develop recommendations for creative solutions by 15 March 2022. Topics to consider may include:

- Increasing efficiency and accountability for reporting bias incidents that occur in physical or virtual classrooms.
- Opportunities for faculty and students impacted by bias incidents to resolve issues collaboratively.
- Professional development for students, chairs, and faculty on how to address and prevent bias in the classroom.
- Opportunities to mitigate bias in the administration and application (the use of SET in decisions regarding merit, promotion and tenure) of SET.
- Improving education on the reporting processes.

If there are recommendations from AY20-21 that can be implemented earlier, this group should not hesitate to bring them to ECAS earlier than 15 March 2021.

ECAS requests an update to the Academic Senate on the progress on the process at the November 2021 Academic Senate meeting and a report with recommendations by 15 March 2022