

Fall 10-22-2021

Student Academic Policies Committee of the Academic Senate 2021-10-22

University of Dayton. Student Academic Policies Committee

Approved SAPC Minutes 22 October 2021 2:30pm

In attendance Joanna Abdallah, Lee Dixon, Jay Janney, Allison Kinney, Ryan McEwan, Grace Pierucci, Andy Slade, Madison Woodrum, John White

Regrets: Sharon Gratto, Tom Skill

1. Minutes were approved as is.
2. Lee met with an SA group on Tuesday. His discussion included the following feedback.
 - a. Students like in-class evaluations, and they like extra credit, Lee pushed back on it.
 - b. Students were in agreement on if comments and score could be used to get students to get someone fired or pay raise diminished, don't tell students that (Students might gang up on faculty). It is better to focus on better teaching via the feedback.
 - c. Students support anonymous evaluations, but for UD being able to track student comments back if a student evaluation violates UD Policy. Faculty would not be notified of the student identity.
 - d. Lee did not discuss the video training past the group.
3. Lee presented a brainstorm of ideas, via sharing a screen. We discussed many of the bullet points (shared with all SAPC members, the initial list presented below in section four). We had a lively discussion about whether academic averages should be included or not.
 - a. Can we create a resolution about stressing how faculty can challenge the merit/tenure and promotion because of an overreliance on scores?
 - b. Should we discuss best practices on how to use this information. We hope to train students, should we train T & P/chairs faculty?
4. Some bullet points for discussion (discussed in section 3)
 - a. Ability for instructors to flag comments that violate UD policy (inform students well of this). Students remain anonymous unless violation occurs. Instructors are never informed of student identity, unless informing the faculty is imperative to protect their safety.
 - b. SET done online but in class in in-person classes
 - c. Score reports do not include the average scores across professors
 - d. Students are better informed of how SET are used and how to respond in ways that are most beneficial for improved teaching and learning in the course
 - e. Instructors are better informed of how to use SET
 - f. Evaluators of faculty teaching are better informed of how to use SET
 - g. If scores are used, they must not be used in a way that compares them to other faculty members' scores, but must be used comparatively to one's own scores
 - h. Faculty members must be given the chance to explain and contextualize negative comments and/or scores to evaluators, if they wish to do so
 - i. SET scores and comments are meant to be formative rather than summative, as teaching is something that should continuously be improving. (need exceptions here for if SETs lead to the discovery of faculty violations of policy)
 - j. What about when comments and/or scores are truly indicative of poor performance? How are SETs used appropriately then?

5. Meeting ended at 3:40

Jay Janney, recording clerk