

Fall 11-12-2021

## **Student Academic Policies Committee of the Academic Senate 2021-11-12**

University of Dayton. Student Academic Policies Committee

**Approved** SAPC Minutes 12 November 2021 2:30pm

In attendance Joanna Abdallah, Lee Dixon, Sharon Gratto, Jay Janney, Allison Kinney, Grace Pierucci, Andy Slade, Tom Skill, Madison Woodrum, John White

Guests: Tim Kao (Director, International Student and Scholar Services, Center for International Programs)

Regrets: Ryan McEwan

1. International Students and classroom climate/SET. This may be new for some of them, due to differences in educational environments elsewhere. Yun “Christy” Li (sic) did speak at the task force with the Student Government. We invited Tim Kao to speak with us
  - a. Tim shared about international students and engagement with SET. Recently UD had a path element (AVIATE) on SET, unsure how many international students appeared. There isn’t much data here. Many of the countries from where we draw, there is limited opportunity for providing feedback.
    - i. Will international students complete the SET during class time? Tim thinks so.
    - ii. SET response rate for Fall terms average  $\approx$  56%, Spring  $\approx$  48%. The “Covid term” of spring 2020 was a low of 42% (highest ever was first time ever, Fall 2014 with 72%). Chairs know which sections have higher response rates.
  - b. Regarding climate surveys. Tim spoke to Justin Keane (not comprehensive) may feel about climate. The multi-institutional study survey of student Leadership (Spring 2018-2021),  $\approx$  80 international students participated. Results are shared in the appendix.
    - i. We only have about 300 international undergraduates, 1,100 graduate students. We had close to 2,300 students several years ago (early teens).
    - ii. How are students prepared for things such as SET and climate. Tim indicated it is not emphasized. There’s a heavier emphasis on immigration issues, academic dishonesty, etc. Tim and his group facilitate information that others curate information. As an example, public safety creates that information to be shared.
    - iii. Can something about SET be created for them? Tim thought it was possible. Tim is happy to share information with international students via (2-3x monthly) newsletter. The newsletter read rate is 70-80%
    - iv. Tim provided a slide of student responses. He suggests that response rates are low. Highlights show that international students show a lower climate. As an example, 35% of students say they have experienced discrimination, vs. 22% for others ( $n = 2,508$ ). “I feel there is a general atmosphere of prejudice among students” (34% from international, 20% from others). Joanna indicates she’s aware of bias does occur in the classroom, but students rarely speak up about it. When Tim hears of this, they seek to facilitate a discussion between the student and the other person. Students who do engage feel much better afterwards.
    - v. It appears the graduate students might be better (higher scores on a study via Wake Forest).
    - vi. John asked about resources available for faculty: Information was collected years ago and appeared on the LTC web-site, but needs to be updated. Tim will look into it.
    - vii. Some students will find coming here more challenging or not, due to the differences in educational settings (e.g. in some countries memorization is emphasized, relative to critical thinking skills). Tim is aware of this, but says it is

challenging to predict in advance how prepared they are, due to cultural differences. John shared that they see this in the education program as well. Some of it is gender related (Sharon shared stories of this).

2. Meeting minutes were corrected and approved
3. SAPC Report Progress Report for ECAS
  - a. Sharon presented the progress report, requesting feedback prior to Tuesday.
  - b. Sharon asks if we are in agreement on the following.
    - i. We need SET (we oppose getting rid of it, we oppose revising the form at this time).
    - ii. SET be administered in person during class.
    - iii. Students need better training on SET and classroom climate (Faculty do as well).
    - iv. More processes are need to accomplish this.
    - v. Students must be made aware that while comments are anonymous, if university policies are violated (e.g. community standards, code of conduct standard) extreme comments can be identified.
  - c. Should we add language on comparison and on merit?
    - i. There's a policy forbidding sole reliance on SET for Tenure and Promotion decisions, can we add language that does the same for merit?
  - d. We need as a committee to vote if we want department averages to be removed to SET. BTW, there is not a policy on distribution, so information may vary on what people observe.
4. The meeting adjourned at 3:29, in time for other Friday afternoon meetings for some attendees.

Respectfully submitted

Jay Janney, recording clerk.

Appendix Results from the Multi-Institutional Study on Student leadership (2018-2021 combined)  
There are 9 questions, comparing International Students IS (n=80) and other students O (n=2,580)

Q	Asked	International Students	Other Students
1	I feel accepted as a part of the community	55%	77%
2	I feel valued as a person at this school	56%	71%
3	I feel I belong on this campus	53%	75%
4	I feel there is a general atmosphere of prejudice among students	34%	20%
5	I have encountered discrimination while attending this institution	35%	22%
6	I would describe the environment on campus as negative/hostile	28%	8%
7	Other students have discriminated against people like me	24%	16%
8	Staff members have discriminated against people like me	19%	7%
9	I feel there is a general atmosphere of prejudice among students	16%	9%

Source: Multi-Institutional Study of Student Leadership  
Population: University of Dayton Undergraduate Students  
Timing: 56 International students in Spring 2018 1,091 Others  
24 international students in Spring 2021 1,417 Others  
Response rate: 20.5% in 2018, 25.8% in 2021