

Spring 2-11-2022

Student Academic Policies Committee of the Academic Senate 2022-02-11

University of Dayton. Student Academic Policies Committee

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APPROVED SAPC Minutes 11 February 2022 - 2:30pm

In attendance: Joanna Abdallah, Lee Dixon, Sharon Gratto, Jay Janney, Katie Kohnen, Ryan McEwan, Grace Pierucci

Regrets: Allison Kinney, John White, Tom Skill

1. Minutes were approved (one change to the date)
2. Lee took care of formatting/cleaning up the academic dishonesty policy, it is done.
3. We learned from David Wright that a student does not have to complete the SET at one setting, they can save it and complete it later. Grace indicated she didn't have success completing it later (it forced her to start over). Katie indicated students are concerned they'll lose their work if they don't finish the SET when they first open it.
4. We discussed the ***Report to the Academic Senate and Student Government Association on Mitigating Bias in SET's and Classrooms*** (February 1st, 2022).
 - a. Sam Dorf added the draft language for classroom bias and found it was well received. We believe it is very good.
 - i. It currently reads "As part of the University for the Common Good that aims to be an anti-racist university, the XXXX department wants all students to feel safe, respected, and valued in all their classes. Should you have an experience in this class, or any class in this department, where you feel devalued because of an incident in class, we would like to learn about it. You are free to discuss the issue with your professor. If you are wary of discussing the issue with your professor, then please contact XXXX, chair of the XXXX department. You can reach him/her/them by email at XXX. You can phone at XXXX or you can stop into the office in XXXX to set up a private conversation about your experience. <return> You are, of course, welcome share your experience with the Equity Compliance Office. You can also reach the Equity Compliance Office by phone at 937-229-3622."
 1. We asked if how to address concerns beyond racism. Our goal is to capture the concern for anti-racism while capturing concerns for others.
 2. We propose the following "As part of the University for the Common Good we aspire to respect the dignity of every person, and to be an anti-racist university"
 3. In case the syllabus is distributed via paper, we recommend changing the "office of equity compliance"
 4. Instead, "we would like to learn about it". We prefer "It is important for you to report it".
 5. We also recommend the following change. "You may report it in at least three ways. First, you are always free to discuss the issue with your professor. If you are wary of discussing the issue with your professor, then you are encouraged to contact XXXX, chair of the XXXX department. You can reach him/her/them by email at XXX. You can phone at XXXX or you can stop into the office in XXXX to set up a private conversation about your experience. Finally you are, of course, welcome to share your experience with the Equity Compliance Office at

(insert link and URL). You can also reach the Equity Compliance Office by phone at 937-229-3622.”

6. One typo “compete” should be “complete”

b. The next step will be for this report to be presented to the Academic Senate.

5. Lee shared with us the completed Academic Dishonesty Policy. Lee said that Karissa Krane caught one concern. She noted undergraduates have majors, graduates do not have majors. Because this had been approved by ECAS, Lee will prepare an amendment to correct this to clarify (very minor) issue.
 - a. Lee will use a portion of the time allotted for this policy to identify other issues that should be addressed (e.g., how faculty can create assignments that discourage cheating). We are aware of these issues, but they do not belong in this policy document.
6. Ryan raised a concern about Isidore; can Isidore have a default setting to show a student’s semester-to-date grade at all times? Sharon shared how some courses do not have early grades, so students will not know how they are doing. Lee shared how a student got a B in the course and appealed it because they do not know why. The professor offered a B+ without explaining why. Katie shared how some faculty do not like showing midterm grades because it may encourage students to drop early. Lee shared a scenario where a midterm grade may not be accurate: if a faculty drops quizzes (e.g. the lowest scoring quiz) during the semester, it won’t occur until after all quizzes are in. That means the midterm and final grade would differ because of that. It doesn’t make sense to drop the quiz in real time. We affirmed we believe students should have some grade-based feedback during the semester.
7. Meeting ended at 3:20

Jay Janney, recording clerk