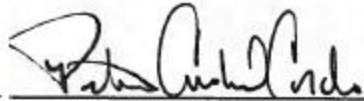# 2015-2016 Faculty and Academic Affairs Committee Report
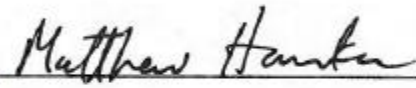
Submitted to Faculty Senate
University of Southern Indiana

April 15, 2016

Peter Cashel-Cordo, Chair
Romain College of Business

Matthew Hanka,
College of Liberal Arts

Kyong-Hee Melody Lee,
Potts College of Science, Engineering and Education

Serah Theuri,
College of Nursing and Health Professions

FACULTY AND ACADEMIC AFFAIRS COMMITTEE
2015-16 ACADEMIC YEAR
FINAL REPORT

Faculty and Academic Affairs Committee

The committee physically met three times over the course of 2015-2016 Academic Year with its first meeting being on September 8, 2015. The committee also conducted much of its activities via email correspondence. The representatives from each college and three ex-officio members are as detailed in Table 1.

Table 1	
Representative	College/Office
Peter Cashel-Cordo, Chair	Romain College of Business
Matthew Hanka	College of Liberal Arts
Kyong-Hee Melody Lee	Pott College of Science, Engineering and Education
Serah Theuri	College of Nursing and Health Professions
Ronald Rochon ex officio	Academic Affairs – Provost
Marna Hostetler ex officio	Rice Library - Director
Mayola Rowser ex officio	Graduate Studies – Interim Director

Charges: The committee received and made progress executing three charges over the course of the 2015 academic year.

1) The Faculty Senate accepted the FAAC's 2014 end-of-year report (April 24, 2015) which included recommendations with respect to a charge to evaluate the relative growth rates (headcount and salaries) of faculty as compared to administration. The Senate at that meeting unanimously approved making "**Data Collection and Hiring Practices**" a standing charge for the FAAC. Relevant Faculty Senate minutes and report recommendations are in Appendix 1.

2) At the September 4, 2015 Faculty Senate meeting, a motion unanimously passed charging the FAAC to develop a procedure and policy to allow instructors to "**Administratively Withdraw**" students during summer sessions. Relevant Faculty Senate minutes are Appendix 2.

3) The Faculty Senate forwarded a charge to the FAAC to make recommendations with respect to reviewing and potentially revising the existing USI "**Student Evaluation of Teaching**" (SET) set of questions. Documents relevant to this charge are in Appendix 3.

Recommendations:

1) FAAC should continue to perfect the methodology to conduct the Data Collection and Hiring Practices charge, including the updating and clarifying the accompanying the manual.

2) In the event of a faculty SET survey, FAAC should either compile and analyze the results or recommend an ad hoc committee to do so. If the results identify major areas of concern, the FAAC should make recommendations as to how to proceed.

3) When directing a charge to a Faculty Standing committee, the Senate should put the charge in a written document. This is to ensure clarity and create documentation that can be referenced later.

Progress: The committee's progress in discharging its responsibilities regarding the charges is as follows.

1) Data Collection and Hiring Practices:

The best description regarding progress with regards to this charge is "two steps forward, one step back." As the previous FAAC end-of-year reports details, the analysis of 100-R Personnel Data files are used as the main source of information to calculate the yearly percent change in headcounts and salary budget expenditures for the faculty and for administration personnel.

The first priority for FAAC was to ensure that the compiling of data into faculty, administrative, and combined categories was accurately conducted for the previous 10 years of data. This was a tedious and painstaking process.

The determination of an individual's role as either a member of the faculty or as an administrator can be at times complex, particularly for those individuals who have both sets of duties such as chairs, directors, deans and others. The committee initially relied on OPRA workload data using course releases as a means to assign weights for administrative duties relative to faculty ones. Unfortunately, workload datasets are not consistent (within and between colleges) and are at times ambiguous with regards to the reason for course releases or given duties expected.

The committee has discussed various strategies with the goals that the assigning of weights be consistent and transparent across time. FAAC is currently considering using a table describing the number of course releases for various administrative duties by college to be used in calculating appropriate weights, see Table 1.

Table 1 - Rules for Course Releases by College		
College of Liberal Arts	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	9 hours
	Dept. Chair	6 hours
	Assoc. Chair	3 hours
	Program Director	3 hours
College of Nursing and Health Professions	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	6 hours
	Dept. Chair /Prog. Director	3 hours
	Clinical Supervision*	none
Pott College of Science, Engineering and Education	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	6 hours
	Math Dept. Chair	7 ½ hours
	Dept. Chair	6 hours
	Assoc. Chair	3 hours
	Dept. Admin Coordinator	3 hours
	Ed/Mgr of Accreditation	12 hours
Romain College of Business	Dean	12 hours
	Assoc. Dean	3 hours
	Asst. Dean	3 hours
	Dept. Chair	3 hours
	Program Director	3 hours

The strategy is to limit the faculty members who serve in administrative roles in the aggregating of personnel into faculty and administrative categories. The committee has not made a final determination regarding this procedure and defers the decision to next year's committee.

The FAAC received the 100-R report for the 2015 calendar year from Human Resources on March 31st. While in the process of calculating the relevant aggregates to calculate the growth in the two categories, the committee discovered a substantial complication that requires correction. The problem is that the newer 100-R reports include all individuals employed by USI during the relevant calendar year. The methodology aggregates the salary data into faculty and administrative totals. Ideally these aggregates are of the contract values for the beginning of the academic year in the fall semester. The problem is that the data includes individual who worked at USI in the spring semester, but subsequently left the institution prior to the fall semester. The committee needs to be able to identify these job "leavers" and delete them from the data set. Therefore, the need to purge job leavers before the aggregation process requires outreach to Human Resources who hopefully will be able to provide the necessary information.

Consistent with making this a standing charge, the FAAC is in the process of writing a manual how to compile and analyze the 100-R reports. This manual will provide some institutional knowledge that hopefully will expedite future committees' work. A current draft is in Appendix 1.

In sum, the committee is making progress in codifying a set of procedures to facilitate future committees in calculating these quantities. However, these procedures require a substantial change before becoming operative. Due to the late uncovering of this problem the committee did not finish it calculations of the growth of administration personnel compared to the USI faculty.

2) Administratively Withdraw

This charge has been completed with the Faculty Senate voting unanimously December 4, 2015 to endorse a new policy allowing administrative withdraws during summer sessions. In early October 2015 the FAAC contacted USI Registrar, Sandy Frank, and describe the details of the charge. Ms. Frank in a subsequent communication provided an outline of a withdrawal policy consistent with established USI procedures. The FAAC brought the proposal to the Senate November 13th and, as noted, the Senate endorsed the proposal. A copy is in Appendix 2.

3) Student Evaluation of Teaching

The Senate charged the FAAC to review and potentially revise USI's SET questions. The committee met March 10, 2016 and discussed a wide range of issues involving not only the questions by the administrative process as well. Additional comments provided by LA faculty and the initial discussions by the Senate upon receiving the charge led the FAAC to recommend that the Senate engage in obtaining USI faculty members' feedback as to what changes they seek in the SETs. A survey of the faculty was recommended as was the possibility of holding breakout sessions during the Fall 2106 Faculty Meetings in August. The FAAC delivered its report and recommendations regarding SETs to the Senate April 1, 2016. The report is in Appendix 3 with the original charge and the comments from the LA faculty.

Appendix 1 - first item Section 3

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Faculty Senate Minutes
Friday, April 24, 2015
BEC 3024

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Meeting called to order: 2:05

Present: Jason Fertig, Rex Strange, Tony Maria, Matthew Hanka, Ethel Elkins, Gabriela Mustata Wilson, Cindy DeLoney-Marino, Peggy Shields, Ron Rochon, Julie Evey, Alisa Holen, Mary Kay Arvin, Mikel Hand, Peter Cashel-Cordo, Rich Bennett, Tom McDonald, Chuck Conaway

1. **Approval of minutes from April 10, 2015:** Rex motioned; Matt seconded; unanimous approval.

2. **Report from Jason Fertig, Faculty Senate Chair:**
   - Update on the charge to archive Faculty Senate Documents: a student worker has been hired to assist Jennifer Green through the summer.

3. **Faculty Senate Subcommittee reports:**
   - Peter Cashel-Cordo presented the Faculty and Academic Affairs report, addressing the "Data Collection on Hiring Practices" charge. The committee compiled data going back ten years, and recommended making this an ongoing effort. Jason asked if we wanted to make this a standing charge for the Faculty and Academic Affairs committee. Rex made a motion to accept the report and to make the Data Collection on Hiring Practices a standing charge. Peggy seconded; unanimous approval.
   - Rich Bennett presented the Economic Benefits Committee report, focusing on the charge to compare faculty salaries and benefits to those of peer institutions. The committee recommended that the University review the fact that USI salaries are below average for all ranks, except instructors. The committee also pointed out that AAUP data will no longer be freely available from The Chronicle of Higher Education, and recommended that the University pay to maintain access to this high quality database. Rex made a motion to approve the Economic Benefits report as well as their suggestion to maintain the use of AAUP data for all future reports.
   - The Economic Benefits Committee also investigated pay equity between gender and race, working with Shelly Blunt, Donna Evinger, and Simpson Consulting. Simpson has generated a report indicating that they see no concerns, and recommending continued monitoring.
   - Jason Fertig presented the remaining committee reports:
     - Faculty Awards for Service, Teaching and Research Committee: seven awards granted.
     - University Promotion Committee: sixteen applicants to associate professor and six applicants to full professor.
     - Student Affairs Committee report: in addition to scholarship and award selection, the committee addressed the charge to survey students as a means to improve the Early Alert system.
     - Assessment Committee: analysis of data collected in a survey administered in spring 2015 resulted in a number of recommendations regarding the academic program review process.

FACULTY AND ACADEMIC AFFAIRS COMMITTEE
2014-15 ACADEMIC YEAR
FINAL REPORT

Recommendations

1) The committee recommends that in view of the late start and initial problems with the data, that FAAC for 2015-2016 continue analyzing the data, testing alternative treatment of workload weights and classification of different groups of employees. The question to be answered is whether the presented results are robust under different specifications.
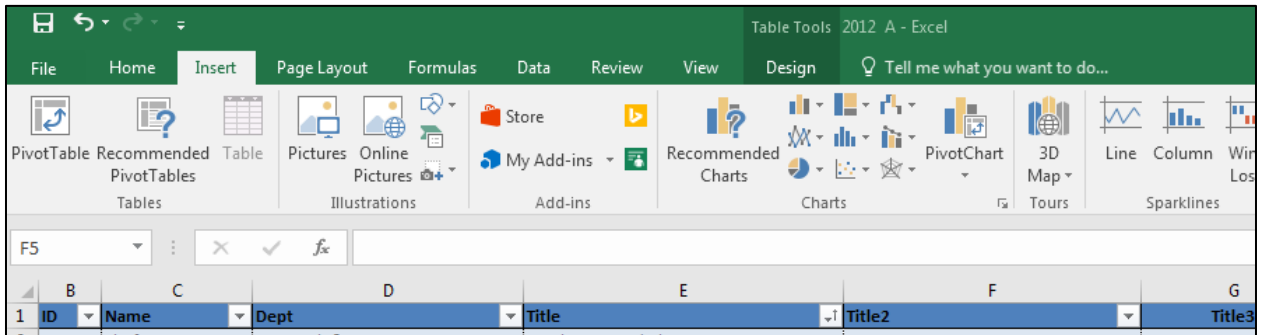
2) The committee recommends that a standard procedure be developed for determining the relative yearly growth of faculty and administrators at USI. That USI Human Resources provides yearly 100R data to FAAC. We recommend that this charge becomes a standing charge for the FAAC and results be compiled yearly.

Manual – Data Collection and Hiring Practices

The following set of instructions are to be used to compile and aggregate faculty and administrative personnel. It is to applied to an Excel formatted spreadsheet of the 100-R Personnel Reports obtained from USI Human Resources (Ingrid Lindy).

Step 1: Table

Excel – Insert complete data set plus a couple of extra columns as a Table. Include the first row as a Header Row defining the dataset's variables.

Step 2: Delete non-salary entries

Sort by Pay Type.

Delete Pay Types HRLY, SEM, STP, and SW. The remaining Pay Types should be AY, AY10, FS, and FSO.

Step 3: Eliminate multiple entries for the same person.

Sort by ID.

In one of the additional columns, write a formula subtracting the previous ID # from that rows ID #. A result of zero identifies a multiple entry.

Case a: Promotion

20	0000	4		Special Events & Scheduling Servs	Asst Dir, Special Events	45,000.00	FS	A1	9
20	0000	4		Special Events & Scheduling Servs	Mgr, Conf & Meeting Planning	39,811.00	FS	A1	0

In the above case, it is assumed that this individual received a promotion. The data set represents the previous calendar year. There may be more than one entry due to a promotion. The dataset should include only the salary for the fall semester. Therefore with a promotion, keep the observation for the higher amount, the latest contract.

Case b: Course Releases

20██ 000██ 46	██	Kinesiology and Sport	Assoc Prof of Kines & Sport	86,693.00	FS	F3	55
20██ 000██ 46	██	Kinesiology and Sport	Asst Dean, Col Sci,Engin&Educ	-	FS	F3	0
20██ 000██ 46	██	Kinesiology and Sport	Chair, Kines & Sport Dept	-	FS	F3	0

This individual has both faculty and administrative duties. The administrative roles are listed in the Title column. If necessary, insert one or two columns and combine this individual roles and salary into one observation.

20██ 000██ 46	██	Kinesiology and Sport	Assoc Prof of Kines & Sport	Chair, Kines & Sport Dept	Asst Dean, Col Sci,Engin&Educ	86,693.00	FS	F3	55
20██ 000██ 46	██	Kinesiology and Sport				-	FS	F3	0
20██ 000██ 46	██	Kinesiology and Sport				-	FS	F3	0

You may now delete the later two rows, or wait until you've done the complete dataset and sort by salary and delete all the observations with empty salary cells.

To double check, repeat sort by ID. Copy the column and paste as Values. Search for zeros. This is tedious in that any number with a zero is "found" but it is worth the trouble.

The data set is now "cleaned" of irrelevant observations.

Step 4: Assigning Faculty, Administrative or Both Status

This step is the most difficult and requires some institutional knowledge. You will assign each individual a designation as faculty (F), administrator (A), or both (B).

Sort by pay type. There are no hard and fast rules. Generally AY designation is for 9 month faculty. FS is generally full-time staff, and AY10 is faculty with 10 month contracts many are chairs/directors etc. However, there are many exceptions. Librarians are FS but also faculty. Many of the faculty in the Nursing and Health Professions are FS or AY10. You should rely on the different title columns you set up in step 3 to guide you in determining which designation to apply.

With the Table format you can sort on individual columns. First sort on Pay Type. That should allow a first pass assigning designations. AY will be dominated by faculty. AY10 for the most part will be Both, faculty with administrative duties. Full time FS will primarily be administration with the exceptions noted above.

For the both category use the following table to assign course releases for administrative duties. This table should be reviewed annually for changes in college policy.

Rules for Course Releases by College

College of Liberal Arts	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	9 hours
	Dept. Chair	6 hours
	Assoc. Chair	3 hours
	Program Director	3 hours
College of Nursing and Health Professions	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	6 hours
	Dept. Chair /Prog. Director	3 hours
	Clinical Supervision	none
Potts College of Science, Engineering and Education	Dean	12 hours
	Assoc. Dean	9 hours
	Asst. Dean	6 hours
	Math Dept. Chair	7 ½ hours
	Dept. Chair	6 hours
	Assoc. Chair	3 hours
	Dept. Admin Coordinator	3 hours
	Ed/Mgr of Accreditation	12 hours
Romain College of Business	Dean	12 hours
	Assoc. Dean	3 hours
	Asst. Dean	3 hours
	Dept. Chair	3 hours
	Program Director	3 hours

Appendix 2 - highlighted section middle page 3

USI Faculty Senate Meeting Minutes

4 September 2015

Present: Chad Milewicz, Marilyn Ostendorf, Mary Kay Arvin, Gabriela Mustata Wilson, Nick LaRowe, Peter Cashel-Cordo, Cindy Deloney-Marino, Jason Fertig, Peggy Shields, Jessica Jensen, Chuck Conaway, Brandon Field, Rob Millard-Mendez

Visitors and guests: Ron Rochon (Provost), Shelly Blunt (Associate Provost), MT Hallock-Morris (Core Coordinator), Nita Musich (Staff Council Vice-Chair), Gabi Wy (Shield), Bobby Shipman (Shield), Marna Hostetler (Library), Andy Wright (Enrollment Management)

- Meeting called to order: 2 o'clock-ish
- Minutes from last time, amended slightly, approved with one abstention
- Report from Chair, Rex:
  - o Attended President's Council on 25 Aug 2015. Budget was focus of most of meeting.
    - President also expressed some short term concerns: no new spending; review of all open positions; size of the cut and its implementation is yet to be determined.
    - Long term concerns: assessment of programs, especially those with diminishing enrollments; looking for growth opportunities; asked for plans for growth from each of the deans by December.
  - o Attended Board of Trustees meeting and gave short report from Faculty Senate. Rex would like to have something "glowing" to say about Faculty Senate or Faculty achievements (i.e. – publications, art shows, etc)– for the next time he appears before the Board of Trustees.
- Report from Provost, Ronald Rochon
  - o Moving forward in Title IX training for students, good reception overall, some concerns have been expressed, especially from non-traditional students. Some changes are being made.
  - o Need to populate the Honorary Degree Committee; one faculty member is completing her term. Looking for an endorsement from Senate for someone,

Dr. Roberta Hoebeke has been suggested. Also, floating the idea that the membership of this committee is not limited to full professor only.

- Motion to endorse Dr. Roberta Hoebeke, by Peter. Seconded by Gabriela. Unanimously passed.

o Search committee for Dean of Liberal Arts has been put together. Aggressive timeline: want to have a candidate for selection by Spring Break, start date of July 1.

- MT Morris: TK-20 update

o Getting ready to start assessment protocols this fall. USI has been working to load up the data onto the TK-20 server. Have loaded students and faculty, currently loading course information. Unit administrators (MT, Shelly, and someone from OPRA) are being trained, will be training CCAFs after that. Faculty who will be doing assessment this semester will be trained on Assessment Day at 9, noon, and 3pm. Dr. Rochon is interested in getting students trained in using the online portfolio feature, TK-20 has videos that they shared that students can view.

- Andy Wright, Enrollment Management.

o Add/drop/withdrawal policy: Looking at feedback from students and deans about withdrawal policy. Add policy has not changed: after the first week of class, the instructor needs to approve the add. To drop a class, if the student is a new student to college (<30 hours, or transfer), they need to get an adviser's signature to drop, but not the instructor. If they are not a new student (>30 hours), they do not need an adviser's signature. Students dropping all their classes have to get a signature from the dean, or their adviser. The new form is longer, and includes the warnings that they may be in danger of losing their financial aid or take longer to graduate if they drop a class.

- No faculty were consulted in the development of the new policy.
- Concern expressed that allowing the student to avoid talking to the instructor runs contrary to principle of retention.
- Assumption of the new policy is that the adviser is better in touch with the student than the instructor.

- ▪ Question was asked about limiting the number of drops that each individual student were allowed throughout enrollment at USI.
- ▪ Concern expressed about students who check out keys to laboratory drawers, if they drop a class without contacting the instructor that they not return the keys.
  - o Financial Aid always disburses the second week of class, and they are never told that they shouldn't go to class before they get their financial aid payments.
  - o Requesting a recommendation about the two-year transfer students. Will coordinate with Rex to send it through the Curriculum Committee for recommendation.
  - o Brandon made a motion to ask the Student Affairs Committee to provide recommendations on the new Drop/Withdrawal policy. Seconded by Peggy. Request that the Student Affairs Committee return the recommendations to Senate by November 5th so we can provide feedback to Andy. Unanimously carried.
- Peggy made a motion to request Faculty Affairs develop a procedure and policy in conjunction with the registrar's office and other administrators to allow instructors to administratively withdraw students during the summer semester in parallel to the administrative withdrawal policy for the Fall and Spring semesters. Will have to work out an appropriate scaling for the timeline. Cindy seconded. Unanimously approved.
- Motion made by Mary Kay, that all Senate subcommittees identify a contact person at the end of the Spring semester that will call the first meeting in the Fall. This person should be identified in their annual report. Jason seconded. We do not want them to have to identify a Chair of the subcommittee, but there should be someone that the incoming Faculty Senate Chair can contact. The question came up that this might constitute a change in the bylaws, so it is tabled until next meeting so it can be voted on.
- For future meetings: discussion should be entertained about whether or not membership on FASTRC Committee should be restricted to tenured or promoted faculty. (Question came to us from Chair of FASTRC Committee.)
- Faculty Senate appointments to University Committees:

- EEO Appeal and Hearing Board: Thomas Weber, Jill Oeding, Betty Hart. Peter moved that we recommend them. Marilyn seconded. Unanimously passed.
- Environmental Stewardship Committee: Ashley Blinstrub and Eric McCloud recommended by Senate.
- Student Publications Committee: Virginia Poston, Anna-Lisa Halling recommended.
- University Athletics Council: Nick LaRowe recommended to fill the position.
- Student Academic Grievance Committee: Edith Hardcastle and Cindy Deloney-Marino put forth. Still need an undergraduate. Tabled this recommendation until next meeting so we can find an undergraduate. Jason will speak with the president of SGA for a possible recommendation.
- New business of discussing the recommendations from the ad hoc committee. Motion made by Brandon to table this until the next meeting to be able to discuss in length. Cindy seconded. Would like to get this sorted out this semester. A suggestion was made that we could begin a discussion via email on this topic.
- Meeting adjourned at about quarter past four.

Minutes respectfully submitted by Brandon Field, Faculty Senate Secretary.

USI Faculty Senate

Policy Recommendation

The FAAC endorses the following proposed policy below initiating summer academic withdrawals. This policy proposal was submitted by the Registrar in response to FAAC inquiry regarding the feasibility and potential design given the Senate charge. I believe that submitting this recommendation to the Senate earlier than later may expedite potential action should the Senate accept the recommendation.

After reviewing the current non-attendance policy for fall/spring semesters, discussing the process with Andy, and conferring with IT and Student Financial Assistance, we have concluded that we believe implementing non-attendance withdrawal reporting for summer terms would be feasible with a few "caveats".

To remain consistent with the current non-attendance withdrawal reporting policy that is currently in place for fall/spring, summer reporting would need to follow these guidelines:

1. Only courses that are <u>at least</u> "full-length" classes for each summer term would be eligible for non-attendance reporting (i.e. Summer I courses-at least 4 weeks and 3 days in length, Summer II courses-at least 5 weeks in length, and Summer III courses-at least 4 weeks in length)

2. Only courses that begin at the beginning of each summer term would be eligible for non-attendance reporting (e.g. courses that begin one or two weeks into Summer I, II, or III would not be eligible for non-attendance reporting)

3. Non-attendance (NA) reporting and non-attendance withdrawal (NAW) reporting would be available during specified dates for faculty to enter in myUSI for each summer term. Reporting would happen only once per summer term.

4. Non-attendance (NA) reporting would be available on the third class day of each summer term (which may/may not be the third day that the class meets, depending on meeting patterns – for instance, a class that meets Monday, Tuesday, and Thursday the third day is Wednesday). Students receiving an NA grade will be sent an email (both USI and any personal emails accounts provided) on the fourth day of the term (same content as letter sent in fall/spring but since summer terms are condensed we felt an email would be more expeditious).

5. Non-attendance withdrawal (NAW) reporting would be available on the sixth day of each summer term (which may/may not be the sixth day that the class meets, depending on meeting patterns). Students receiving an NAW grade will be dropped from the class and be

sent an email (both USI and any personal email accounts provided) on the seventh day of the term (same content as letter sent in fall/spring).

6. Students would receive at least a 25% refund for Summer I and Summer II course from which they are withdrawn for non-attendance (they might receive a higher % refund if the class is an extended length class). Students would not receive a refund for Summer III courses since the length is only 4 weeks.

Appendix 3

April 1, 2016

Response from FAAC to Faculty Senate: SETs

The FAAC met over Spring Break (March 10) to discuss the charge, received February 29th, regarding Student Evaluation of Teaching. The committee reviewed the charge and the accompanying document from the Liberal Arts faculty. The members of FAAC engaged in a spirited discussion about the charge.

The issues raised in the Senate at the time it received the charge, other issues addressed by Liberal Arts faculty, and yet more issues brought forth in FAAC discussions, suggests that the USI Faculty have wide ranging concerns regarding the present USI SET program. These concerns primarily fall in three broad categories: the appropriateness of the questions being asked, how the SETs are being administered, and to what end are they being used. In other words, many members of the faculty have raised fundamental questions regarding USI's SETs. Faculty's SET concerns are certainly important to the faculty, and they are passionate regarding their views and concerns. In the opinion of the FAAC, these concerns will not be easily or quickly addressed.

With regards to how to proceed, FAAC seeks guidance from the Senate with respect to the scope of the charge given to the FAAC. The charge received by the Senate can be narrowly interpreted as a request to "form of a committee to review and revise (if necessary) course evaluations" with goal to "make them more relevant for both face-to-face and online courses."

Alternatively, the materials and discussion regarding the charge received by the FAAC suggests a broader interpretation.   As noted, discussions in both the Senate and FAAC, as well as the accompanying document from LA faculty broadens the scope of issues with the SETs into the three categories previously mentioned.

If the Senate wishes to pursue the more narrow interpretation of the charge, then the FAAC recommends a faculty survey regarding the perceived problems with the existing instrument's set of questions. There has been a range of concerns raised to date in the aforementioned discussions regarding the questions. For example, are the questions "relevant" in terms of online courses, whether

they are valid in what they measure, what should be measured, how reliable are the results, and to whom to compare the results.

However, if the broader approach is the preferred interpretation of the charge, then the FAAC again recommends a survey of the faculty. This time, the goal of the survey is to ascertain faculty concerns in the aforementioned three categories (appropriateness of the questions, administrative process, and purpose) to obtain greater detail than presently available. The Senate might consider organizing breakout sessions at the Fall 2016 Faculty Meeting to further provide faculty with an opportunity to identify concerns and provide suggestions for improving the USI SET process. Multiple sessions each tackling a specific concern, i.e., online courses, paper or online, etc., could be offered.

Suggestions for the design and delivery of a faculty survey follow. The survey should be put together by faculty with expertise in survey design. This could include interested faculty from marketing, political science, education and other discplines. The actual topics to be surveyed depends upon which approach the Senate wishes to pursue, and the FAAC is open to having interested faculty contribute to this effort in the form of an ad hoc committee. The individuals from the College of Liberal Arts would be welcomed to join. As far as delivery, OPRA is the logical office to administer of the survey.

In sum, the Senate and perhaps the FAAC need to identify exactly what problem areas exist with the SETS. Once that is achieved we can plot a strategy to provide suggestions for solutions. However, in the opinion of the FAAC, the Senate should strive to engage the faculty at large throughout this process and include their input at all appropriate stages.

CHARGE TO THE FACULTY SENATE
Formal Request for Faculty Senate Action

Email Charge

Date of Submission: October 30, 2015

Name of Faculty Senate Representatives:

1.

2.

3.

Complete the following items and submit this form to either your Faculty Senate representative or the Faculty Senate chair for consideration by the Faculty Senate.

1. **Action Requested:**
    State specifically what action the Senate wants the committee to take. For example, update data; research relevant new data from this or another institution or institutions; update an outmoded policy; propose a solution or a revision of the handbook; write a report, etc. What is the desired outcome?
    It is requested that Faculty Senate form a committee to review and revise (if necessary) course evaluations.

2. **Current Policy:**
    Include a copy of the current policy and/or practice (if applicable) and reference where it is located.

3. **Background:**
    Provide explanation of background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge? Whenever possible, provide examples of the experiences impacted by the issue.
    It has been almost ten years since course evaluations have been reviewed and revised. Membersr of the Distance Learning Council have discussed the need to review the course evaluations and revise the questions to make them more relevant for both face-to-face and online courses. Faculty have approached both Provost's Office and OPRA about reviewing course evaluations. It is suggested that representatives from Distance Learning, OPRA, and the Provost's Office be included as members of the committee.

4. **Potential resources:**
    What necessary information can you provide and what resources can you suggest to help the committee fully address the charge?

Items 5-7 to be completed by Senate Chair or Secretary:

5. **Senate Comments:**
    List any pertinent comments or suggestions raised in the Senate's discussion of this charge.

Feedback from the College of Liberal Arts on Revising Course Evaluations

- We should return to paper evaluations administered at the end of the semesters, and we should do away with a one-size-fits-all model—a problem when attempting to assess student learning or teaching effectiveness. When course evaluations for instructors of freshman level core classes are normed with and against an upper-level courses in a student's major, the instructors teaching the core classes will almost invariably be evaluated lower than instructors in the majors classes.

- Some faculty felt that the evaluations should assess student learning. Effective student evaluations, like any other form of assessment, should provide us with information to help us improve our teaching. Currently, however, the student evaluations are summative assessments that are used for retention, tenure and promotion, and merit pay decisions and utilize a one-size-fits-all model that asks students to rate their professor. The current questions ask students what the professor did, rather than what the student learned:

  > The instructor showed enthusiasm for the course
  > The instructor treated me with respect

  These are important considerations, but they are not necessarily appropriate for course evaluations. How does one measure respect or enthusiasm. Does asking a student to put away a cell phone amount to treating the student disrespectfully? The questions should be focusing on course, program, and university goals and objectives, and they should also address an individual faculty member's teaching philosophy. That would provide more helpful data for improving teaching. Sample questions might include:

  > The instructor clearly indicated the specific goals for me, in terms of skills and content knowledge, in this course.
  > The materials used in this course helped me to develop the skills and content knowledge needed to achieve these goals.
  > Assignments, papers, and exams reflected the course goals and allowed me to show my mastery of those goals.
  > Grading standards were clear, and the instructor consistently used those standards to assess my work.
  > The course was organized in a way that helped me to build the required skills and content knowledge over the course of the semester.
  > I understood the instructor's goals for me in each class period, lecture, unit, or assignment.
  > I felt that I could ask questions in class or seek help from the instructor outside of class if I needed it.
  > I believe that I achieved the goals set out for this course.

- Others felt that assessing student learning was not and should not be the focus of the evaluations. Tying student evaluations to learning outcomes defeats the purpose of teacher evaluations. They then become, technically, student learning evaluations. Students' perceptions of our classes/teaching are important, as they provide valuable feedback. We

assess learning outcomes through other methods. The two should not be confused, nor combined. A brief list of bibliographical materials the committee ought to review before changing the evaluations include:

> Burdsal, C. A. & Harrrison, P. D. (2008) "Further evidence supporting the validity of both a multidimensional profile and an overall evaluation of teaching effectiveness." *Assessment and Evaluation in Higher Education*, 33, 5.
>
> Harrison, P. D., Douglas, D. K and Burdsal, C. A. (2004) "The relative merits of different types of overall evaluations of teaching effectiveness." *Research in Higher Education* 45(3), 311-323.
>
> "The Dimensions of Students' Perceptions of Teaching Effectiveness."
> http://epm.sagepub.com/content/59/4/580.full.pdf+html

Faculty members who have expressed an interest in serving on a committee to revise the evaluations include:

- Nina Bambina (Honors/Sociology)
- Jenn Horn (English)
- Tamara Hunt (History)—maybe
- Todd Schror (Sociology)
- Anne Statham (Sociology)