

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of August 27, 2019
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @ FS on 9/24/2019

Summary of Discussion

Note: The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Brakel: Welcome to our first Faculty Senate meeting in the Fall semester. At this time I will ask our Secretary, Mark Templin to call the roll.

Present: Anderson, Bailey, Barnes, Bigioni, Brakel, Bruce, Case, Chou, Compura, Coulter-Harris, Dowd, Duggan, Edgington, Ferris, Garcia-Mata, Gibbs, Giovannucci, Gregory, Hall, Hammersley, Harmych, Heberle, Hefzy, Jayatissa, Kistner, Koch, Lammon, Lee, Lundquist, Menezes, Molitor, Niamat, Nigem, Ohlinger, Pakulski, Phillips, Reeves, Rouillard, Sheldon, Steven, Stepkowski, Taylor, Templin, Thompson-Casado, Tiwari, Wedding, Weldy, Welsch, Zhang

Excused Absence: Gray, Longsdorf, Maloney, Oberlander

Unexcused Absence: De le Serna, Dinnebeil, Frank, Insch, Lecka-Czernik, Modyanov, Murphy, Park, Ratnam, Roseman, Schlageter, Schroder

President Brakel: Do we have a quorum?

Senator Templin: Yes.

President Brakel: Thank you. When you came in, you saw we did this year have tent cards with your name. This is as a courtesy to our various speakers who will be coming throughout the year. With some leftover funds from last year budget we purchased notebooks here for you to keep your notes related to Faculty Senate. If you didn't pick one up on the way in, be sure to take one on the way out so I don't have to carry them back <laughter>. You have before you today's agenda. I did want to add one item that I forgot, and that was the actual adopting of today's agenda. I would entertain a motion to adopt today's agenda.

Senator Molitor: So moved.

Senator Hammersley: Second.

President Brakel: All in favor say, "aye." Any opposed? Any abstentions? *Adoption of Agenda Passed.* We also received Minutes from the April 23rd meeting. When you look at the Minutes right now, they kind of run on. It was actually two separate meetings. We had the year end meeting of 2018-2019 Faculty Senate Minutes and then a little bit later is the actual organization meeting of this year Faculty Senate. I will entertain a motion first for the final meeting of April 23, AY2018-2019 Faculty Senate.

Senator Dowd: So moved.

Senator Lundquist: Second.

President Brakel: Is there any discussion or changes? Hearing none. All in favor say, “aye.” Any opposed? Any abstentions? *Motion Passed.*

Next, we also have the Minutes from our organizational meeting where we elected various officers for different positions. I will entertain a motion to approve those Minutes.

Senator Dowd: So moved.

Senator Lundquist: Second.

President Brakel: Any changes or discussion? All in favor say, “aye.” Any opposed? Any abstentions? *Motion Passed.* Thank you!

So that brings us to our Faculty Senate Executive Committee report. **Executive Committee report:** The Executive Committee met three times over the summer. In addition, President-elect Jeffrey Hammersley and myself had other meetings with President Gaber, Provost Karen Bjorkman and other administrators during the summer regarding a variety of issues.

The day following last April’s organizational meeting of this year’s Faculty Senate, I attended the Inter-University Council (IUC) meeting in Columbus regarding student organization liability insurance. You may recall that last year, student organizations, and especially sports clubs, were required to have a \$1,000,000 liability insurance policy. This issue was discussed with senior leadership and in Faculty Senate on several occasions. In the IUC meeting, it was learned that registered student organizations would be covered with a \$1,000,000 per occurrence with a \$3,000,000 aggregate statewide with some exceptions. Furthermore, it was clear that the university would need to examine issues related to risk management as it relates to student organizations. Specifically, I would like to share 3 slides from one of the IUC presentations. This particular presentation was at the conclusion of that IUC meeting.

The first slide shows the amount of coverage with the left side showing the university liability coverage and the right side showing the liability for student organizations.

[\[PowerPoint Slide\]](#)

The next slide I want to show is information related to the General Liability Coverage. An important point from this slide is that the student organization must be a Registered Student Organization. This would mean that the student organization has successfully completed the registration process and gained official recognition from the Student Services Office. This does not include social or charitable fraternities and sororities.

[\[PowerPoint Slide\]](#)

The next slide shows what is excluded from the liability coverage. As evidenced by language such as “A Student Member can request approval for an activity listed as EXCLUDED... and by “approvals should be referred to the university’s risk management,” the aspect of risk management is implicit within this slide. The need for an improved risk management process was made clear during the day’s meeting and that is something that the university may need to examine moving forward.

[\[PowerPoint Slide\]](#)

With that information, I continued to monitor how this was being implemented within the university. There continues to be concerns of how is being required of student organizations as evidenced by a 2018-19 Sports Club Handbook requiring the liability coverage that was still on-line in early August and by the university's risk management website:

<https://www.utoledo.edu/depts/risk/eventliabilityinsurancestudentorganizations.html> which indicates that students are not covered by the university liability insurance. Also, I am aware that the Student Recreation Office has told at least one club that they needed to have liability insurance.

I have had additional communication with Dr. Flapp Cockrell and Dr. Gaber concerning these implementation issues.

Senator Molitor: That policy draft was never approved, correct? My understanding was it was never signed.

President Brakel: Right. I believe that is correct. This is where we are at the moment.

Executive Committee report cont'd: I also had a little conversation regarding the sports club with Dr. Cockrell, in which he was trying to put sports clubs in the same category as sports camps and clinics. I believe the clubs are not in the same category as sports camps and clinics and I point to the application form for liability insurance that appears to separate these entities into different categories as support for our position. Also, it is not fully transparent how a student organization goes about seeking a liability risk waiver. Vice President Cockrell is looking into this and we look forward to a resolution to this matter soon. At this time, I have not received a response from the risk management office concerning their web site.

Senator Hefzy: Question.

President Brakel: Yes?

Senator Hefzy: Do all student organizations must have liability insurance? Do they go to UT to purchase that? How do they do that?

Senator Brakel: My understanding is that there are at least a couple of vendors and that the student servicing office and the student recreation office is providing those contacts to those organizations and they would have to follow-up with that particular company.

Senator Hefzy: Thank you.

Senator Brakel: But, what is not clear is how students can clearly go about applying for the waiver. Are there any other questions about that?

Senator Templin: So your student group has to be registered?

President Brakel: For student groups, yes.

Senator Templin: But once registered, for example I could chair a science ed. club where we do experiments and teach students about various experiments and investigations they could do in school, which there are some risk to that---

President Brakel: Right.

Senator Templin: So if that someday becomes excluded, would it be possible to register the organization and then find out later you don't have insurance even though you were registered? It seems like if you are registered, the registration should be blocked until you get some kind of insurance.

President Brakel: This is one of the reasons why I said the risk management aspect here has got to be looked at because you are right, there is certain potential risks. They probably want to know what experiment are you going to run and what are the potential hazard.

Senator Templin: Well, it could be the faculty advisor thinking I have insurance for the student group and then find our later that it was excluded and yet we were registered.

President Brakel: Right. I am still running point on this and trying to make sure that we resolve this sooner than later. There are some issues as we're continuing to move forward.

Executive Committee report cont'd: Another risk management related concern also arose during the summer in which the Dean of Students' Office proposed to provide a Student Conduct clearance for any student involved in an internship, apprenticeship, student teaching, field experience and other similar types of educational experiences that required off campus placement. Concerns were raised in a short series of meetings that I was involved in and this matter was withdrawn.

The Judith Herb College of Education Dean, Ray Witte, and Interim Provost Bjorkman met with the Faculty Senate Executive Committee after the spring semester had ended to discuss a slight reorganization within the College of Education. This was a shift to consolidate to 2 departments within the college: a Department of Teacher Education and a Department of Educational Studies. The Faculty Senate Executive Committee endorsed this realignment as it only impacted one college and colleges have a right to govern themselves. We confirmed that there had been proper discussion of this realignment within the college that occurred during the Spring 2019 semester. In my report to the Academic Affairs Committee of the University's Board of Trustees, I stated that the Faculty Senate Executive Committee had endorsed this but that it had not been presented to the full Faculty Senate. The Board of Trustees approved this realignment.

I was asked by Interim Provost Bjorkman this summer if I would be willing to approve an Independent Study policy in order to help the university settle a legal matter. Normally, I would not unilaterally take action on a policy matter that should be approved by the Faculty Senate established processes. After consideration of the policy itself and that the policy had been in the policy committee last year but no action had been taken on it, I approved it with the understanding that the policy would be reexamined and go through the formal Faculty Senate process this semester.

Senator Dowd: President Brakel.

President Brakel: Yes?

Senator Dowd: What is the precedent with regards to Faculty Senate's review of reorganizations? Has there ever been a case where such a reorganization has been pushed through in the summer? Was this a last minute decision by the faculty? Did they study the decision last academic year? What is the timing of this? The fact that this was done without the approval of Faculty Senate, is there any precedent to that?

President Brakel: I do not know with regard to precedent, however I know that the discussions in the College of Education were occurring during the spring and even pretty late into April. And with the timing of whether the decision was made within the College of Education and the timing of the end of the semester and our last Faculty Senate meeting—that is the way it worked.

Senator Dowd: I would just like to remind the Senate that the reason why the Senate is part of this process comes from a very long history of abuses that occurred at this university. The timing aspect that a decision is made so that it can't go to the Faculty Senate for approval—now whether this was explicitly chosen that way or the fact they couldn't wait until the Fall—this was something that was very hard-won by the union and very important to the Faculty Senate. This is not a minor thing, not in my eyes. I am sorry, but I am asking for a response. What is going to be done? Is this now a situation where a member of the EC or the entire EC actually has the authority to approve reorganizations? Because if you are not familiar, there is no precedent of this at Faculty Senate, [but now] you have established precedent that the Executive Committee can now make this call.

President Brakel: I hear what you are saying. As I alluded to, the Faculty Senate Executive Committee at the time felt like the proper discussion had taken place and that it was within its own college and not impacting other colleges.

Senator Dowd: That was one of the things that actually caused the private court case that resulted in Faculty Senate being involved in it. It was something contained within a college that did not spill over in another. It was a single college issue.

Senator Barnes: Question. My understanding, and Senator Dowd please correct me if I am wrong, was when we merged with the Medical College that approval from Senate was not required for an intercollege decisions. Was the lawsuit about that?

Senator Dowd: No, that was a different thing. It resulted from the breakup of Arts and Sciences. It is a single unit, a reorganization within a single unit. I am just a little dismayed over the notion that the timing of this could occur when Faculty Senate is not in session. Of course, I do not have any objection with the Education faculty deciding that they want to reorganize, but was it to the point of an emergency that [this decision] actually had to occur in the summer months and could not wait until the fall semester?

President Brakel: If I am not mistaken, there had been some difficulties in filling different chair positions that post in the College of Ed. Am I right?

Senator Templin: Yes.

President Brakel: I think that was one of the driving impotence behind it within the college.

Past-President Rouillard: I think one of the differences between this issue and the breakup of the Arts and Sciences issue that created the case that the union took to court and won is that the breakup of Arts and Sciences then created three new colleges. So in this case here with the College of Education, no new college is being created. No one lost jobs. This was simply an internal administrative reorganization into two departments. While I understand the response to the historical implications on this campus of reorganization, I think the circumstances here were a little different. Now, it is still possible that we bring someone from the College of Ed. to in fact explain the rationale for doing that.

President Brakel: Yes, that is my plan.

Senator Dowd: But the Executive Committee reported to the Board an endorsement. President Brakel, I am not going to push this. I think I have expressed my view on this.

President Brakel: Right.

Senator Dowd: This cannot be viewed as precedent for the Faculty Senate and future Executive Committees should keep an eye on exercising such a decision and making such a report to the Board of Trustees.

President Brakel: Right. I also made clear to the Board of Trustees that it had not come before the full Faculty Senate.

Senator Hall: I take it that the changes have already gone into effect this year?

President Brakel: Yes.

Senator Dowd: This is an administrative order.

Senator Molitor: I just want to provide clarification on the language from the CBA to make sure this is recorded in the Minutes. It says they will seek input from the Faculty Senate, not approval. Also, there is no distinction between reorganizations that occur between multiple colleges or splitting of individual colleges. It just says reorganization of colleges.

President Brakel: Thank you.

Executive Committee report cont'd: Faculty Senate is aware of concerns regarding the new printer rollout that is underway during the summer and Fall semesters. We have communicated those concerns to senior leadership. I have also extended an invitation to Bill McCreary to discuss this at today's Faculty Senate meeting and he was unavailable. We will try to get him or another representative to discuss this at our Sept. 10 meeting. I also asked if it was possible to have the vendor return to campus for another showcase of the potential printers.

Senator Wedding: Point of order. Some faculty hired in the last five years in their employment contracts, for their letter of hire, are given the right to have their own printers. This might be important for some people in their research areas, so this is an issue that will come up. We are trying to find out and get copies of some of these so we can point them out to the administration.

President Brakel: Right. That's kind of contained in my next part here.

Executive Committee report cont'd: In the short term, please know that there is a point person within each college to determine the placement of printers. Faculty should work with their department chair and/or their Dean's Office regarding your needs, concerns or previously agreed to terms that may be contained in letters of hire. Also, labeling grant-funded printers may be helpful in this process.

I also met this summer with Vice Provost Amy Thompson regarding the mentoring plan for faculty. You will hear more about this mentoring plan later in today's meeting. As part of this, Faculty Senate will be co-sponsoring with the Provost's Office a series of Promotion and Tenure Workshops. The first is next Wednesday Sept. 4 titled Crossing the Finish Line and Wednesday Oct. 2 titled Telling Your Story that will pertain to the writing of narratives. Both workshops are from 3:00 – 5:00 in the Health and Human Services Building Room 1711. Additional workshops are being planned for the Spring 2020 semester.

There are two significant items that we need to focus on in Faculty Senate this Fall semester. The first is the revision of our constitution, which we hopefully need to bring to a conclusion, and the second is approving a backlog of policies that need approval or reaffirmation.

Finally, we would like to commend our student athletes who once again won the MAC Institutional Academic Achievement Award for the second straight year and for the sixth time over the past eight years with a school record GPA of 3.277. Congratulations to our athletes!

[Applause]

President Brakel cont'd: That concludes the Faculty Senate Executive Committee report. Are there any other questions? Any members on the Executive Committee want to make any comments? Hearing none. Next we will hear from our Interim Provost Karen Bjorkman.

Provost Bjorkman: Thank you, Dr. Brakel. You have heard it a million times—welcome back to the 2019-2020 academic year. I have to ask you, does anyone else get a little ‘shocked’ hearing year 2020?

Group of Senators: Yes.

Provost Bjorkman: It is really great to see the campus coming back to life. There are a lot of students out running around and there’s a lot of buzz. This is good. On Sunday we had our New Student Convocation. We had a great crop of students there. They filled the stands in the Glass Bowl. We welcomed their newest class, the class of 2023 to campus. Last week we also held our New Faculty Orientation. We welcomed 65 new faculty to the University, including tenure track faculty, visiting faculty, and lecturers from nine colleges and university libraries. I ask that you please reach out to all your new colleagues. Make them feel welcome. We are really happy that they are here. I was very impressed with them. I think they are wonderful additions to the University.

We also welcomed a new dean, Dean Gary Pollock, the new Dean of the College of Pharmacy and Pharmaceutical Sciences. He joined us just two weeks ago. He joins us from Washington State University where he was the Dean of Pharmacy and Pharmaceutical Sciences there. We look forward to his leadership in that college.

This Fall we will be launching a search for a new permanent dean for the College of Health and Human Services, as Dr. Ingersoll has left us for an opportunity down south in Florida at the University of Central Florida. It was a great opportunity for him, although we hated to lose him. In the interim, Dr. Barry Scheuermann who is one of the associate deans has stepped into the interim dean role and is holding that down for us, and we appreciate his service there.

This year we are also beginning our preparations for the Higher Learning Commission accreditation review. They are in fact coming in 2021-2022, and so we have begun setting up the criteria teams. The criteria committee chairs were appointed last Spring and then just last week the criteria committees were populated with faculty members. Those are just starting to get underway and you will be hearing a lot more about that.

Before I turn my remarks to some of our key priorities for this year, I did want to address the issues related to the Blackboard issue that happened recently. I did send out one clarification message before this meeting and hopefully everybody saw it. I just wanted to mention that this was a problem and I understand it was a problem, but I did want to make sure that everyone was reassured that even if you decided to get in your Blackboard site, and [you] clicked on that, it didn’t do anything because we have a legal agreement with Blackboard that says our privacy policy trumps their policy, and therefore, the privacy policy on the University webpage is what rules even if you click on it. Now, what happened was, when Blackboard rolled out their update the pop-up window was in that update and we didn’t catch it to turn it off and make sure it wasn’t going to pop-up. It happened just two days before they were freezing the system so nothing would get messed up right before classes started. So that is what happened. We had

put some steps in place and I had some conversations to make sure that I understand exactly what happened and why. And so we put some steps in place and that should not happen again, but I do want to assure you that there is no possibility of any privacy issues if you clicked on it to get in Blackboard. The same is true for students. If they tried to get into their Blackboard pages and clicked on that, it has no merit because the University policy, which covers all university users, takes precedence. I just wanted to let you know that, and I want to reassure you that I am sorry it happened. I do apologize for that. We are going to try to make sure it won't happen again, but I also want to reassure you that there was never any concern because our policy was in place. Any questions on that? Thank you.

So priorities for the 2019-2020 academic year: These are straight out of our strategic plan. Obviously, our key priority is around student success. I want to thank all of you; all of our faculty and staff who've made such an integral part of the difference we're making in our students' lives and that continues to be one of our highest priorities. You know, faculty play such a critical role in helping students be successful and retaining them. It is the connections that the students make with faculty members and staff members that really keep them going when they hit a bump in a road. They help keep them inspired. They help keep them learning and excited about what they are doing. I want to first of all thank you for that. We know because the data show us that the students who are engaged and work closer with faculty are far more likely to be successful and far more likely to be retained, and that is really important. I want to just acknowledge that because of all that hard work by our faculty and staff over the last three years, I am happy to announce that our six-year graduation rate, which was 41.9% just two years ago and last year we got to 47.6%, and this year we made it to 51.1%. So we have crossed the 50% threshold. In principle, our strategic plan states that 50% is our goal. So we achieved it two years earlier than planned. I told the President that and she said, 'oh, no, no, no; we are moving the goalpost.'" So, we are going to continue to try and improve that and try and help more and more of our students be successful. But I want to thank you for your work!

We expanded our Summer Scholars program this year. Our early arrival program had approximately 100 students this year from five colleges. We also continue to grow the Multicultural Emerging Scholars Program (MESP) early arrival/bridge program. The summer scholars program is an eight day early arrival program. The multicultural emerging scholars program is about a six week program. So we do have a lot of data that tell us that these programs are making a difference for these students and so we want to continue to grow them and continue to help our students get off on the right foot when they first come to campus.

We are also launching some new transitional advising processes. This is mostly for students who are thinking about transferring between majors such as transferring from a pre-business or pre-'something' into a particular major. We know that is oftentimes a spot where students sort of disappear or begin to get frustrated or lost and they are not sure what they want to do. We want to make sure we give them support in that critical transition point. We are looking at some opportunities for doing that. We have also established a new pre-health professions advising center. It is going to strengthen our support services for many students across our University that are interested in the health professions. The center actually opened its doors yesterday with a new director - Tess Newlove has accepted a directorship there. It is located at room 2116 University Hall. We are still getting the last bits of furniture put in there, but it is open for business for students this week. We will be doing some sort of kick-off event once we get the new furniture and get things going. We also want to publicize this to our students of course.

This year we are also going to be asking faculty, especially those who teach 1000 and 2000 level courses, to help us by submitting midterm grade reports early in the middle part of the semester. We are going to open the midterm grade reporting portal on Monday, September 30th through Friday, October 18th. The

reason we're doing this is because we have lots of information that tells us that if we can help identify students that are struggling earlier in the semester, as early as we can and intervene and help them, they are much more likely to then hang on and eventually succeed. So this will help us with trying to identify students that we need to be reaching out to. Our success coaches and advisors and our faculty will be trying to reach out to these students early on and so we really would appreciate your help with that. Obviously, it helps at all levels, but it is particularly important at the 1000 and 2000 levels where we have a lot of students who are perhaps in their first year of college and they are the most likely to be struggling. You will get more information about this initiative at the September 10th Faculty Senate meeting; I believe Denise Bartell and Barbara Schneider are going to come to talk about this initiative.

We are also going to continue to offer courses in winter intersession this year. This will be our third year of holding winter intersession. You will hear more announcements about this and more information, but if you are interested in offering a winter intersession course, we need proposals submitted by September 16th. And this could be a lot of different things. We have had a lot of success with travel abroad programs over the winter break. We have also had success with short courses on specific topics. So there are a lot of opportunities and the timing can be a little flexible in terms of start and end of course. The reason we need proposals by September 16th is to have the winter intersession courses available for students to consider when they begin to register for spring semester on October 24th and so that they can simultaneously register for winter intersession and spring.

Unknown Speaker: Provost Bjorkman, what was that deadline again?

Provost Bjorkman: September 16th. There is also a handout up here if you want to grab it, you can.

I also want to talk about another priority which is faculty success. You've heard about some of these mentoring programs that we're rolling out. The applications for this year's Associate-to-Professor (ATP) program review is August 30th, which is this Friday. There is a handout up here about that if you know someone who might be interested, with a web link address with guidelines for that program. Last year we had 18 faculty members who participated in the ATP program. Also, this year we're expanding our faculty mentoring program. The "launch committees" which we rolled out last year will continue for our new faculty. These launch committees are mentoring committees for every new faculty member to support them through their first year. We want to make sure they get off to a positive start and that they have the support they need to get established. Also, we are going to roll out some additional mentoring opportunities for both underrepresented minority faculty and for women faculty. Those are some new initiatives this year. I know they've already planned several receptions to try and get people to meet each other, that is part of the process. We will also be holding workshops, you've heard about those, for the assistant professors who are going up for tenure soon. In addition, this year we have 18 faculty from seven colleges who are participating in a fourth year of The University of Toledo Leadership Institute (UTLI). I want to remind you that those are open not just to tenured track faculty, but also to lecturers. We had a really good response to that and I think it's been a really good program. We will be continuing that and there will be applications sometime in the Spring. You will hear more about that later.

We have four faculty members who will be participating in this year's MAC Academic Leadership Development program. This is a program that the Mid-American Conference has patterned after some programs at the SCC, ACC, and some of the other big conferences that rolled out leadership programs for supporting faculty and their professional development as well. We have four faculty from UToledo participating in that this year. This year, we are also going to continue our monthly Future of Higher Education Forums. Our first Forum is on September 20th. It is on "How to Respond to Students in Crisis."

You may want to think about attending this Forum because there's a lot of good information that will come out of that.

Finally, I want to emphasize one other important priority area of our strategic plan, which is our faculty excellence in research, scholarship and creative activities. Grant submissions by UToledo faculty are at the highest level in five years! Thank you. We increased our external research awards last year. We don't have the final numbers for last year yet, but in 2017-18 we increased our external research awards significantly - by about 21% over the previous year, with approximately \$46.7 million in external funding in 2017-18. Recently, we received some exciting news – you may have heard that a team of our UToledo physicists were awarded a \$7.4 million grant for some of their work related to solar technology to develop power for the Department of Defense's airplanes, space shuttles, and satellites, etc.

I also want to highlight something I thought was a really wonderful unique collaboration between a public university and professional theatre, that showcases the work of Dr. Matt Foss in the Theatre Department at UToledo. Dr. Foss's adaptation of the classic novel "All Quiet on the Western Front" opened in Chicago last week with fantastic reviews. It is going to be running there I believe through mid-September, September 14th. I hope you will take the time to visit Chicago and go see the play. I am going to try to go to Chicago myself; I would really like to see it.

I am also pleased to announce that for the last three years, including this past year, we have ranked third in Ohio among public universities for the number of faculty publications, citations, and impact factor (h-index). Remember the two 'biggies' that we don't mention around here? Well, we are third after those two (Ohio State and Cincinnati) for the number of faculty publications, both in terms of the number of publications, the number of citations and the impact factor. So I think that is something we can be really proud of and we will give Ohio State a run for its money one of these days <laughter>.

Last year we established the office of competitive fellowships to support faculty who want to apply for Fulbright and other prestigious awards. We are going to be rolling out some new information about how we can help support that in terms of faculty who want to apply for a sabbatical. We are able to actually offer some flexibility so that, for example if you decided you wanted to apply for a Fulbright, you should apply. You need to get it approved with your chair and dean so they are aware of that because we have to plan for it. But you could apply for a sabbatical and then if you don't get your Fulbright and you would like to defer your sabbatical, we will work with you to do that. We can just do that internally so you wouldn't have to reapply again in that case. So we are trying to make this as flexible and supportive as we can to encourage our faculty to do these kinds of things.

One administrative announcement to make before concluding my remarks today. We have a new travel policy at the University for pre-approval for travel for all travel on university business. That policy was rolled out about a week ago. You will be hearing more about it because we are still trying to find out the parameters around that. I did talk to Matt Schroder yesterday and I asked him because this is all very new, those of you who haven't been through Concur training yet for the p-cards, if you haven't it is great fun--<laughter>. So what we're doing for now—if you want to simply send an email to your chair and dean to get approval—by email for the next two weeks we are going to let it go that way. You can also do it through Concur if you are already familiar with it and want to do it that way. We are going to try and figure out what is the easiest way to make this relatively painless to do that. I know I've been on two trips so far where I had to use my new purchasing card and I am still trying to figure out Concur myself. But I will tell you that there are a couple of things I really liked because I can take my receipt and I can just email it to Concur and they automate this which makes it a lot easier when I return from travelling to get

that done. We will be sending out more information about the new travel policy, so keep an eye out for that.

Finally, in closing just let me say we are making good progress toward our strategic plan goals. We have a ways to go, but I am confident that with the fantastic group of people we have here at the University, we are going to make even more good progress toward our goals. I really appreciate the hard work off all of our faculty and staff. I look forward to continuing to work with you; it's been an honor to be in this position and I really appreciate the support of faculty and everything you are trying to do to continue to move our University forward in positive ways. Let's go Rockets! Thank you. Have a great Fall semester.

Senator Dowd: Provost Bjorkman, what are the latest enrollment numbers and what is the potential impact on the budget?

Provost Bjorkman: We don't know yet what the impact of the budget would be, and I will come back to that in a second. We are currently still a little down, although it is much better. I just looked actually right before I came over here and the latest progress report is looking better than it was. We are still down, I want to say around 3%, but there are still students that are registering so I expect that will improve, but I don't know that we will get back to flat. I won't say we won't, but I think it will be a little tough.

Senator Dowd: It is better than 5%.

Provost Bjorkman: Yes, it is much better than 5%.

Senator Dowd: Right.

Provost Bjorkman: A few weeks ago, I didn't realize this was day-to-day, it was showing we were 6% down and we were very concerned. It is much better. I will say that in terms of the budget—Matt's team in the Finance Office are working really hard to try to understand because we had a couple of things happening here. One, is that there were a number of things happening at the state level around the budget coming from higher education in the state. There was very positive news and so that is good, but we don't know how much these things are going to offset each other, and with the tuition guarantee model there was an increase for the cohort, but only for the cohort that is coming in. And actually maybe Professor Keith knows more about this than I do. I know they are still looking through that trying to understand how those two things are going to offset until we have that finalized.

Senator Dowd: When you put the stuff from the state aside, is there normally a reaction function that is for a loss of 1 percent? What is the loss of tuition dollars and then I can do simple multiplication?

Provost Bjorkman: It is not quite that simple. Unfortunately, because of these different cohorts that we have now and there are graduate and undergraduate student issues, and there's some differential tuition in some graduate programs that were allowed to go up because they were well over subscribed and they were professional programs of various sorts. So I don't know if we have a rough rule of thumb number of percentage declines.

Senator Dowd: Thank you.

Senator Hammersley: Provost Bjorkman, could you speak again to the counseling available to students and maybe on a regular basis update us? We already had one student, who was respondent, jump off the parking lot parking structure. The student survived but was heavily injured. We want to make sure that the students who are in crisis, if they do go to this crisis seminar, would get help. If you see it and if you feel it, we got to report it. It is such a hard process for so many of our students---

Provost Bjorkman: It is.

Senator Hammersley: Could you reiterate where our counseling is?

Provost Bjorkman: Yes. That is one of the things we are talking about a lot is how do we beef-up. We do have the counseling center and we know it was under-supported for a while. We are trying to build that back up. We are trying to get more things in place for students where they are. We are actually having some of our counselors and success coaches and so-on go out into the dorms and meet students in the dorms. Our RA's in the residence halls are getting extra training on how to recognize students in crisis. There is by the way, if you don't have it, a new folder that the Student Affairs Office has put out regarding resources for faculty to know where to turn for help of students. If you haven't got a copy of that, let me know and we will get some sent out to departments or to colleges, or whoever needs them. I know that Dr. Cockrell has been distributing them and I think the deans have them. I guess we are also going to distribute them at the Academic Leadership Team meeting later this month. We can get packets out to anybody who needs them or if you just need one, contact Dr. Flapp Cockrell which is probably the quickest way and he will be happy to get one to you. These resources are there, but I also know we need to do more. So one of the things that we are recognizing is that we have to be cognizant that many of our students do struggle with these issues and we have to try and find ways to support them and help them through it. We are not where we need to be yet, but we are making some changes and headway.

Senator Hammersley: Thank you.

Dr. Thompson: Can I just piggyback on that?

Provost Bjorkman: Sure. Go ahead.

Dr. Thompson: This is a great time to remind people about the Rocket Care Portal. So if you have students, whether that is mental health or relationship issues or they are struggling in your class, if you go to the portal concern it can be anonymous or you can say who you are and that triggers a contact point with the student within 24 hours.

Provost Bjorkman: Right. So faculty can help us with that. I mean, if you observe a student you think is really struggling let us know so we can reach out and try to do what we can.

Senator Dowd: How easily assessable is that portal page? Is it on the university's homepage?

Dr. Thompson: So I can tell you this, I know that in every college at each level it is supposed to be at the bottom of your homepage for your college where it says "report a concern." I am not sure about the homepage, but at least at the college level.

Senator Dowd: But what about the university level?

Dr. Thompson: If you Google search 'report a concern' it will come right up.

Senator Dowd: This was an issue when this first started. We were promised that this would be part of the university's homepage so students would not have to go through three or four clicks to try to find this page. It should be there as soon as they bring up---

Senator Heberle: It is on the bottom of the homepage.

Senator Dowd: It is?

Senator Heberle: It says "report a concern."

Dr. Thompson: I didn't remember, but yeah, it is pretty easy.

Senator Dowd: I would suggest---

Senator Heberle: Reporting a concern might be like---

Senator Hammersley: I would suggest 'reporting a concern' vs. 'I am having a problem' or 'I need help' which is a much more proactive 'click here.'

Senator Heberle: Right.

Senator Hammersley: 'I am having problems in classes', or 'I am stressed out,' or whatever and it should immediately take them--

Provost Bjorkman: And that is where the folder that Flapp has put together is very helpful because it has an immediate 'here is where you go for various kinds of concerns' and 'here is where you can help the student go here.' You can walk them there if you need to help them with that. It is to try and put all of that information in one place where you have it sitting right there on your desk.

Senator Hammersley: But I hope not at the bottom. It should be in the upper corner right after "UT;" and not just a concern but if you are stressed out or whatever moniker you want to put should be one click and then 'boom' they got a full webpage to go through that says [something along the lines of] 'I am having trouble with classes' which puts you in one direction or 'I am stressed on having personal relationship problems.' I mean, we just don't need them jumping off parking lots.

Provost Bjorkman: We don't.

Senator Hefzy: Question. What is the rationale behind assessing late fees before classes start?

Provost Bjorkman: I have been asking that question too. I don't know. I think we are going to have to assess when we do that and why we do it then. I do know that they had set it up so students can have a payment plan so they do not have to pay a lump sum; they have to make the first payment, and at each point where there is a payment due which I think is the 20th of each month in August, September, October and November. There is a late fee assessed pretty much right after that. They do not have to pay their whole bill, but if they haven't made the payment that is due on the payment plan then they get the late fee assessed. Now, I know that there are students- particularly graduate students - who have figured out if they just don't register until August 27th or something, and of course they don't typically get closed out of their classes, then they won't have another late fee coming on board until sometime in September. So we are trying to look at that and figure out if we can't do this in a more reasonable way, but at the moment it is set up the way it's been set up for a while.

Unknown Speaker: Does the late fee only kick in if they don't make the payments on the 20th?

Provost Bjorkman: Yes. So if they make the payment on time there is no late fee. I will say there have been some that reached out to us and said, like there was a student who reached out to me and said they couldn't get in the portal and they couldn't make the payment even though they were trying to on time. They had actually taken screenshots of all that and we were able to confirm and in fact, there were problems with the server at that time and we just waived it--we took it off.

Senator Edgington: Provost Bjorkman, in relation to the discussion on students in crisis, do we know what the status is for the Rocket Recovery grant? Are we given enough this year?

Provost Bjorkman: Oh, that is a good question. I will find that out. I know they had some money left over in the summer but I believe it expired. Does anybody in the back know about the Rocket Recovery grant? I will see what I can find out about that. That was a grant from the state I believe. They gave out a lot of it for students.

Anything else? If not, thank you; I appreciate it and I look forward to a great year.

[Applause]

President Brakel: Last year we had heard some presentation regarding a course evaluation system that we wanted to implement university-wide. This will be an update and future plan for this system. I will turn this over to Vice Provost, Amy Thompson and Dr. Christine Fox.

Dr. Thompson: So thank you, President Brakel. I really would like to say a special thank you to the Faculty Senate Executive Committee, especially last year under Past-President Rouillard; we have been working kind of together very closely on our project with the course evaluation. I wanted to just kind of update where we've been and where we're going and also for those of you who are new on Senate, kind of explain why we took this on to begin with.

So first of all, working again with Faculty Senate Executive Committee there was a co-chair appointed, Dr. Christine Fox to actually chair a committee from all the various colleges to really specifically look at our course evaluation processes: how does it compare to other institutions; what are we doing internally; what do our instruments look like; and how are most faculty collecting that data. So we put together this work group that really met all last year to issue recommendations of what have been shared in document form with this body last Spring. So I wanted to just kind of fast forward and again kind of remind you what we did with this process. We did a comprehensive literature review of what is best practices in terms of course evaluation. One of the things that we were very tuned into with this process is making sure the questions are not in any way racially biased or biased towards age or any other group that might be out there. There is lots of literature that talks about the fact that there's problems with discrimination in course evaluations. We want to make sure that our faculty don't have to go through an unfair process. Also as part of this, we had the members of the committees bring as many of the course evaluations from their colleges as we could to look at what are some of the questions that are asked to really kind of develop a thematic analysis to say, overall what are the things we should be looking at collectively in terms of a course evaluation. Based on this work we were able as a group to develop 12 core questions and three open-ended questions. And using Dr. Fox and..., both of them have been working on this with us closely. I am going to ask Dr. Fox to actually move forward with what we've been doing.

Dr. Fox: Thanks. Thanks. You just finished by saying we had 12 core questions. So if you do not mind jumping to slide 9, the second two quickly?

Dr. Thompson: Right here?

Dr. Fox: Yes. We are going to go through each of these questions individually and that is going to be most of what I am presenting today, and how we revise them based on the pilot feedback. I just wanted to give you this framework right from the beginning to remind you because it has been a while since you have seen these questions, the 12 core questions that we piloted in the spring. They are on the left hand side, 1-9 which are on a grading scale from strongly disagree to strongly agree and then we had 10, 11, and 12 which were three open-ended questions. So when we did the statistical analysis we did it on the rating scale questions, these first nine here. I am going to just jump quickly about the results. That first one, "I put forth my best effort in this course," you see that is one where a student is rating his or her own

effort in the class and the rest are related to the actual course itself about the culture, the grading, and the structural practices. That one is going to be pulled out a little bit separately from these other eight and then we will look at these individually. If you will, go back to slide three.

Dr. Thompson: Sure.

Dr. Fox: So what I am going to do is give you the summary of what we found, who participated, and what we found both qualitatively and quantitatively from the data of all participants of nearly 4000 surveys that we got from students, the course evaluations. So as you know, as Dr. Thompson just said, last spring we got feedback and approval from the ad hoc committee and the faculty governing bodies. Then we went to different individual faculty members, deans, and department chairs to see who would want to participate in this pilot. Sometimes an entire college participated, sometimes individual departments, and then sometimes just individual faculty members from colleges did. Those core questions were put in Blackboard and deployed to all of those courses, and each department and college had the option of adding in additional questions in addition to the core that they wanted to. So, if you had your own 10, 15 or 20 questions that you have been using all along, you can still choose to use those in addition to these 12 core questions. This is showing [you] what our participation was in the spring. You see we got close to 4000 students who took the 12 core questions across most, but not all of the colleges. You see that this is an innovation and Pharmacy is missing right here, but we had participants of students from those colleges in our summer pilot. That data came in the last couple of days on utonline and so they are not part of this presentation. You see the numbers that we have here and we broke them down by deliberate method—we like to call it “unsure.” So we have DL, blended, face-to-face, and we also have it broken down by graduate, undergraduate, and merged. We got a nice representation of colleges in the university for our first go-at-it in the spring. As I have said, we looked at it both qualitatively and quantitatively. So quantitatively, what we did is we wanted to see, if you remember we had those first nine questions and then 10, 11, and 12 were open-ended. So those first nine questions, what we are used to when we see a rating scale is we take those and we are used to getting a mean score. Let’s take the ones, twos, threes and fours and average them and [you will] get a total score and average score and that is what is given to you for your overall summary. But that is not always justified in doing that because sometimes you are comparing ‘apples and oranges.’ I mean, how can I take my rating on this question and my rating on this question make sense? So, we were looking at that statistically and psychometrically to see if we had to report scores individually or if we could pull them together in sub scale and mean scale scores. In doing that, we also looked at that analysis. For the overall sample we did it separately to see if that was stable in each college, and if it was stable for graduates and undergraduates, and if it was stable for method of delivery. So this is the purpose of doing that. We also wanted to make recommendations for having meaningful reporting of these results, not just how to develop a meaningful survey. So this is the psychometric part of it. If you go to the next slide, this was the result of that. So composite score based on eight out of the nine questions would be meaningful and justifiable. That first question, that is why I went back to that to pull that out about ‘putting forth my best effort’—obviously that make sense in terms of the meaning of it but also when we did it statistically, of course it didn’t fit in with the other ones because that question is about students effort and not about the course. Yes, Sir?

Senator Hammersley: So who isn’t going to put four or higher on that? Why don’t you just put ‘I was able to put forth my best effort in this course’ which says maybe they didn’t like that course material or didn’t have access to the faculty program or computer? I mean, something that helps that, because that one question out of your whole group just looks foreign.

Dr. Thompson: So actually this question was supported by our literature review that talks about the fact that you always, sometimes, get those disgruntle students that are like ‘oh, I didn’t like this teacher blah,

blah, blah.' If you set the framework, did you really try or did you really put your best effort forward in this class? That gets them to think about can I really rate this professor poorly when I really didn't try in the class. And there has been a number of studies that I have actually looked at if you start out with that mentality. It kind of get students to think about what was my contribution to the learning experience in the classroom. Good question though.

Dr. Fox: So that one, question 1. doesn't fit in your average overall mean total score about how you did in the classroom. So that one is just separate; that is not about the course evaluation. The eight questions formed four clusters and these ones here is about the expectations of fair grading of the climate of the classroom, the timeliness and quality of feedback, and the teaching strategy. So these were the four themes that we emerged from the analysis.

Dr. Thompson: Which I think this was really speaking to kind of our process for doing this because this is what we were really hoping it would have; we were hoping it would have kind of construct alignment in some various areas that could measure across the course experience.

Dr. Fox: So then we solicited feedback from faculty bodies because everybody has their own idea about how to re-word a question, right? We not only have the committee working on the questions and re-wording the questions, but we got feedback from faculty. A lot of people think, 'oh, just tweak it this way or tweak it that way' and we got a lot of input from faculty. We also thought it was most important to get in depth feedback from students. We, Dr. ... and I, interviewed 27 students with lengthy interviews that is called 'think out loud' across undergraduate and graduate students in the colleges listed there. That is where we sat down with them and gave them the course evaluations. We asked them to think of a course that you have taken (don't tell me which course it is or the instructor) and I want you to start to complete this and talk to me as you are completing it: What rating would you give? Why would you give that rating? What were you thinking about when you was giving that rating? Then going back and asking them about what was clear, and what was not clear, and how it should be changed. So their interpretation because we would talk about things about like learning objectives and they might not understand it that way. Once the saturation was reached and once we got to the point where we were getting the same responses back about the questions over and over again from different students, that is when we felt comfortable that we had enough qualitative information. Then we took that information and we went back to the ad hoc committee and we discussed all of that feedback. Then what we did is we revised those seven questions. Some of them were the same and some of them were tweaked just a little bit.

Dr. Thompson: The other thing I want to say is we also emailed every faculty member that deployed the survey in their course and asked them for feedback. We did receive a number of emails back from faculty and they were all very favorable that they liked the questions and they thought that they made sense. So we did reach out to faculty and ask as well.

Dr. Fox: So this is just a quick overview: "I put forth my best effort in the course."-- According to the feedback that we got is to not change that one. These other ones changed slightly and that is what we're going to look at one at a time. We didn't change the first one about the effort. But the second one where the original question was "The learning outcomes and expectations for performance were clearly communicated throughout the semester"-- This was the feedback that we got as we summarized it all. The students immediately thought about the syllabus and they didn't understand the term 'learning outcomes.' So the intent of this question was to emphasize the importance of expectation for performance and clear communication throughout the semester. So, based on our input from the students and bringing this to the committee, the committee decided to revise this question to 'expectations for performance was clearly communicated throughout the semester.'

Dr. Thompson: I think what is important, in these questions you can hopefully see the linkage between this and best practices in the classroom. For example, anytime you're giving the student constant feedback or interacting with them, that keeps them engaged and keeps retention. So most of these are clearly aligned with high impact practices.

Dr. Fox: And just quickly going through the minor tweaks that we made based on students understanding in the clarity of the question. So again, question 3, "I felt encouraged and supported to do my best work." We changed to 'in this course I felt motivated to do my best work.'" That is because the students were interpreting being encouraged and supported differently and there was a lot of confusion about what that means to be encouraged and supported, and so we changed that over to 'motivated.'

Senator Barnes: Can I ask a question about that one?

Dr. Fox: Sure.

Senator Barnes: I wonder though about "I felt" which seems to be not about what the professor is offering but about, 'I am depressed or my family life is bad.' I mean, you may feel motivated in ways that have nothing to do with the class. Hopefully your professor overcome those things, but it just seems to me that "I felt" really doesn't go to what was happening in the classroom but what is happening inside your head which may or may not be related to what's happening in the classrooms.

Dr. Thompson: Good point.

Dr. Fox: We are meeting with our committee tomorrow---

Dr. Thompson: We are meeting with our committee tomorrow to debrief so we will share that with them. Thank you.

Senator Dowd: Just so I can piggyback on Senator Barnes' point, this raises a question. What actually are you evaluating? This isn't a course evaluation. Is it the students' perception of experience? I am trying to get the language right. Is that what the intent was? You are saying the course evaluation is actually an evaluation on the students' experience?

Dr. Thompson: So again, when you go back to the literature on this and what often people find as discriminatory questions, instead of saying the instructor did this or the instructor did that, and I see you Senator Barnes nodding your head because those are the types of questions that actually are likely to elicit a discriminatory response.

Senator Dowd: Wait a minute. That is not the issue here.

Dr. Thompson: But let me finish, Senator Dowd.

Senator Dowd: The issue here is you are asking the student about the student instead of about the course, right?

Dr. Fox: This is about the climate.

Dr. Thompson: This is the climate that is happening in the classroom. It is about what the instructor is creating in that classroom, the classroom experience. So that is what is happening in the literature, universities are moving more and more to the learning experience in the classroom that ideally the faculty member is creating is facilitating. But, it is less directed in a way that could be seen as 'you're the bad guy' because you're the faculty member.' I am happy to share those studies, Senator Dowd, with you if you'll like; we have a lengthy bibliography on this.

Senator Jayatissa: Can you give us some example answers for those questions?

Dr. Thompson: Do you mean the scale?

Senator Jayatissa: No. You did it face-to-face, right? What kind of answers did you get?

Dr. Thompson: Likert scale?

Senator Molitor: No, when you interviewed the students. What were the comments from those interviews?

Dr. Thompson: Oh. I don't have those with me.

Senator Barnes: How did they interpret it differently and what kind of different interpretations did they have for being encouraged and supported?

Dr. Fox: We have all of that in our lengthy report.

Dr. Thompson: Yes, we have all of the qualitative comments that we got that we can share with you.

Senator Jayatissa: You are trying to avoid discriminatory comments, but they can write in the writing section anyways, right?

Dr. Thompson: Yes. We encourage that, absolutely.

Senator Jayatissa: Then someone can feel that is discrimination, right? Those comments.

Dr. Thompson: Anytime you have anything somebody can write something, but, we are doing everything we can to minimize that in the process.

Senator Heberle: I suggest to my colleagues that we go ahead and let you go through the entire report and then go back and review particular issues. Take a note if you have a question about a particular question, it is the entirety that we are trying to get a sense of.

Dr. Thompson: Thank you. Thanks.

Dr. Fox: Alright the fourth one, "A variety of teaching approaches were used to meet the needs of all students." Right off the back the students say, how do you know it is meeting the needs of all students? They couldn't speak for everyone else's needs. It is asking about two different things, the variety of approaches and the needs of students and so it is double-barrel. It is making judgment about other students rather than yourself. It is not about the variety of approaches, but about the nature of approaches to help students be successful. We changed that one with the committee's input. We and the committee were looking at all of the comments that we have so that the teaching approaches is supported by learning needs. Then the change in question 5. was, "I felt comfortable expressing my views and ideas in this course." It is very similar to the earlier comment about 'maybe I am not somebody that feels comfortable with expressing my views' at any time and so it have nothing to do with the course. So this probably gets more directly at what we're talking about in the previous question back where the course provided a comfortable environment for experience, views, and ideas. And that might be something you can consider that when you go to question 3. instead of saying "I felt" that the course provided. So we can use that in terms of being consistent and changing it similar to question 5.

Dr. Thompson: This was something we heard a lot from students in the climate study that they didn't feel comfortable expressing their views sometimes in classrooms if there's more divergent views from the

faculty member. So we thought this is especially important to make sure that the student felt comfortable in the classroom.

Dr. Fox: Right, but it is great to realize and say that we can change that other one that I felt to making it more about the course and about the student. Yes?

Senator Hefzy: I have a question and I'm sure I'm missing something. How does this question apply to, for instance you are teaching a design course where you are controlled by what you are going to cover as required by participation such as topic 'a,' topic 'b' and topic 'c'? I am sure I am missing how this question applies to such a course.

Dr. Thompson: About participating in the classroom environment?

Senator Hefzy: No. A comfortable environment for expressing views and ideas.

Dr. Thompson: So that would be basically asking the student did they feel comfortable raising their hand and chiming in to a conversation or participating in class. I would argue that in any class that should probably be something that should happen, right?

Senator Hefzy: I guess. Personally, I did not think view expressing ideas as raising hands, asking questions, and engaging in class. I did not, maybe just me think expressing views and ideas as raising your hand, asking questions, and engaging in class. I think it could be true in every class, but especially me, I don't see that here.

Dr. Thompson: Okay. We are happy to take that back to the committee, absolutely.

Senator Niamat: Question. Is it the same survey for all the colleges?

Dr. Thompson: So part of the recommendation from the document is that the College of Medicine because of the fact they have so many instructors and the way that their accreditation is, the College of Medicine is not part of this program. In terms of the other colleges, we would like to be able to use something that is standardized, at least these 12 questions, across all of the colleges. Now, the courses that would not be relevant would be exempt from that, things like dissertations and things like internships. If a department chair has a compelling reason why some course would be not part of that, that is up to the department chair. But what happens is in addition to those 12 questions, the department and the program can add their own additional questions at any time. The point is having a standard core that in mostly every class are deployed and over time we can look at things such as are we getting better or look at specific items. You can compare sections vs. sections or items vs. items. So by having something that is standardized out there that everybody is using, that allows us to do that. Good question.

Senator Jayatissa: I propose to change these questions depending on the college such as the College of Engineering may be able to modify these questions rather than introducing new questions.

Dr. Thompson: Okay. We will take that back to the committee, but that was not the recommendation of the committee just so you know that.

Senator Jayatissa: But that is how we provided these questions... *[Indecipherable]*...

Senator Heberle: Could a college opt out of these questions generally because it sounds like what you are suggesting would defeat the entire exercise. So I am just sort of throwing that question out there. Is there a possibility for a college as such to opt out in addition to departmental chairs' discretion to say this class is not appropriate with this class?

Dr. Thompson: Right. Well, I think the purpose of this is to be university-wide.

Senator Heberle: It was just a general question – I didn't know.

Dr. Thompson: And to look over time and to be able to benchmark, absolutely. I think this is looked at as a university-wide roll out.

Senator Bruce: Do the options include 'not applicable?'

Dr. Fox: Yes.

Dr. Thompson: Sure. And that is a great point because it might not be relevant.

Dr. Fox: Questions 6. and 7. were perceived as very similar asking the same type of thing by the students. If you go to the next slide now, "I received feedback on my work within a reasonable timeframe" and "The quality of the feedback on my work helped my learning." So they were kind of mushing those concepts together into two different questions. So separating out: was the feedback timely and was the feedback of quality. Then question 8, "The grading in the course fairly reflected the quality of my work." To be clear, this is about treating everybody the same and getting the grade they deserved or understanding why they earned that grade and so that was very vague. This is where the committee made the decision, what was the committee really intending by asking this and that is how we suggested the revision of the "Grading in the course fairly reflected the quality of my work" to make it less vague and clearer to the students about grading. Then question 9, "Overall, I had a good learning experience in this course."...suffer from this question is they would be required to take a course where they already knew most of the material ... [*Indecipherable*]... Then in the open-ended questions there is an option to write about what are the most meaningful things that you've learned and the most useful things that you've learned to get that quality feedback etc.

Dr. Thompson: So a couple of things with this I want you to think about is there's been a lot of effort I think put in to polishing these questions. When we looked at a lot of the course evaluations that are out there that people are using, I would say that some of them aren't the greatest. So everything we've done so far through this committee we've really looked at from a psychometrical standpoint trying to get lots of feedback. This is a process we want to be transparent. So if there's a particular question you really feel passionate about, please reach out to one of us by email and we would be happy to take that to the committee. It is not just our decision right, right? We have a representative committee member from all of your colleges. The second piece of this is, one of the other charges of the committee is to look at the way we disseminate surveys in terms of the students. So one of the things that we as a committee really recommend is that we move away from Scantrons and that we go to electronic online course evaluations. There are actually a number of studies that's been published that show the feedback from the students is better when they do it online because students don't like to write with their hands using a pen or pencil. So the important factor here is giving the course evaluation, if you have a face-to-face class, in class. Instead of saying, 'go fill that out online,' actually use course time to do that. That is a key factor in terms of increasing response rate. So as part of this our plan is to kind of do a soft launch in the Fall where we would take voluntary departments, colleges who would like to adopt the questions that we've constructed. We also have a new course platform that we will be using called Campus Labs. We already used one of their software in the College of Education if you are familiar with Chalk and Wire – we actually used them for some of our software. So this would be an online system that would be interfacing with Blackboard. It would appear on Blackboard a place that you could just click on it and enter it. It is also similar to our procedure that we use now where an email is sent to students and there's a link that is provided so they can complete it that way as well. This software is so much better than anything that we

have. Utonline in working with them does not have the capacity to be able to institute a university-wide online course evaluation system. So we had to find something else that would be better. Really what we're using is kind of using something that really wasn't built for what it was intended to be used. So what we did is we actually put a group together with associate deans, a couple of deans, chairs and even support staff over the summer. President Brakel was invited and the Grad Council president was invited and we demoed the software to everybody and everybody really loved it. So we actually sent that link to President Brakel and he has it so you can actually see what that demo looks like. Again, we want to take this slowly. We want to get input and we want to kind of roll this out incrementally. So we would like to take volunteers up until September 30th for departments and colleges who would like to part of this ongoing pilot with the new questions, the new software platform and then ideally in the Spring we would do a hard launch. But we got plenty of time to work out any bugs that we might have and address any concerns that you might have. Any questions about that?

Senator Gregory: Is it also interface with Faculty180?

Dr. Thompson: Great question. I know Vice Provost Ayres is in the back of the room. Our initial conversations were that we would hopefully be able to interface the two. If a faculty member wanted to import their course evaluations from there into Faculty180—yes. Instead of trying to look all over the place to find your course evaluations, we think that would be much more faculty friendly.

Senator Bailey: Is there any information on student participation, like the rate of participation with students who have online evaluation because in our college this has come up before and that is one of the problems that when the evaluations are online there's lower participation rates?

Dr. Thompson: So I think again going back to the face-to-face, ideally you devote time but in an online only course I think there is lots of strategy that's been reported in the literature. One of the features that this new courseware would do is repeated reminders to the student to make sure they fill it out and complete it. There are still ways as you as the instructor can see, not what the student said about you but whether or not they completed that. So tailoring a message to that student such as 'please remember; we really value and need your feedback.' So there is some things that you can do as a faculty member, at least in the research has shown to increase some of that.

Senator Bailey: I was going to say I know in our college they disabled that, for example to see how many students had completed online.

Dr. Thompson: That is interesting.

Senator Bailey: Yes, it was disabled. So you don't know how many students have actually---

Dr. Thompson: You should be able to do that with the new platform.

Senator Bailey: Oh, okay.

Senator Barnes: For the slide launch, can we add departmental specific questions?

Dr. Thompson: Yes, that is exactly right. So what will happen is if you email us and volunteer to be part of that we will have you interface with Melissa...who is helping us work on that and then we will have plenty of time by the end of Fall to take the 12 questions, add any programs specific or department specific questions that you might have. I know Kelly is here from Nursing and you guys really did a fantastic job with us with our pilot in the spring. You were a great example because not only do you have several departments, but within your departments you had numerous programs and we were able to

customize that based on that configuration and so that was a good kind of test for us to be able to do that. Any other questions?

Senator Jayatissa: What is the last date to have it in our courses?

Dr. Thompson: So that is something that in the document that we provided to Senate. We actually provided the recommendation to issue deploy the survey within the last two weeks of the course and not during finals week. That is our recommendation and that is something again that can be negotiated with the department chair and with the Provost Office in terms of how it is deployed, but there is research to say that it can actually negatively impact the course evaluations if you give them during finals week, which makes sense, right? Any other questions or thoughts?

We really appreciate your support, especially those who helped us with this pilot, it's been a heavy lift. I really want to thank Dr. Fox and Dr...who really with their experience in research measurement, we couldn't have done it without them. Thank you. Again, if you have individual comments please email them to us so we can talk to our committee tomorrow with that.

Senator Heberle: I'm sorry, but did you say you gave this to President Brakel because I want to share it with my college just to make sure we are on board with it also.

President Brakel: I do plan to send it tomorrow; I wanted this presentation to happen first but you will get it definitely tomorrow.

Dr. Thompson: Sure. Are we good? Alright---

[Applause]

President Brakel: Thank you. You heard Provost Bjorkman talk a little about the mentoring plan that Dr. Thompson is going to give us a little more information about.

Dr. Thompson: Okay, this is the fun one. Come on. We are going to be talking about faculty mentoring. Although we had faculty mentoring in lots of different ways and configurations, this is kind of repackaging it and putting it into one giant program. Several are old and a few are new. You were emailed a couple of documents that I want to draw your attention to. These are located on the Provost website. The first, and this is actually through the work from one of our provost fellows, is a comprehensive faculty handbook where any type of mentoring program that we have it has resources in here. Things like, if I am in a mentoring situation what kinds of questions should I ask my mentor, or what kinds of meetings should we have, or what kind of activities could we do together in a mentoring/mentee type of situation? What about goal setting? What long-term kind of agreement between mentoring/mentee in terms or what can I aspect out of a mentoring relationship. So this is again located on the Provost website and I sent it to your email. I really encourage you to look at this. It is like a 35 page document that has lots of resources, especially those of you who might be department chairs and you are going to be working with your faculty and setting up mentor/mentee relationships, this is a great tool for you.

The second item I want you to be aware of is the actual Rocket mentoring plans. So this gives descriptions of all of our programs including our new ones. The goal of this is to provide as much as we can for every faculty member that is out there. Now, it won't necessarily meet everyone needs. We are welcome to hear your feedback and we certainly try to add things as we go. This might be messy as we kind of learn from this and roll it out. We worked really closely with the College of Medicine, Joan Duggan is here. She's been consulting because we want to make sure we are also meeting the needs of the Health Science Campus. So some of the highlights from this plan, first and foremost again Dr. Bjorkman

mentioned this, we will be doing an assistant to an associates' program with Faculty Senate and that is coming up on September 4th. Dean Berry Sherman is actually running that program with Dr. Brakel so I hope you can attend and refer your faculty of that. Also the associate to professor program that was mentioned earlier, again, if you know somebody that within the next year or so are thinking about going up for full professor, please apply and get your application in. We have a pretty good success rate for those people that are in that program as well. We also have a women's mentoring network that we're going to be kicking off. I know Joan has been very active with that. There's been lots of kind of programs and stem that have looked at this but this is university-wide. We actually have our very first event on October 22nd, which is a kickoff breakfast. We will have kind of a speed networking activity; Provost Bjorkman is going to be there speaking and President Gaber will be there. That would be something you will RSVP for so we can have a headcount. This information is on the Office of the Provost website. We also have some socials setup in November. We have another new program that focuses on underserved population and we call it "The Equality Faculty and Staff Mentoring Program." We have an advisory board that is working with us on this. We have a kickoff event on September 19th. If you're interested it is at Cade, the new Center for---

Vice Provost Ayres: Donor...

Dr. Thompson: Yes. Right. If you never been there before you will love the entire space; it is a wonderful space. We will be having it a kickoff social for underrepresented minority and faculty and staff there as well. So again, this is something that we hope everyone takes advantage of. You think about yourself if you would like to serve as a mentor or if you need mentoring. We have applications that you can fill out and we will try to match people based on those characteristics. This is something that we really needed for a long time and we are excited to roll this out. I want to take any questions that you might have about the new mentoring program or any comments or suggestions.

Senator Jayatissa: What is the reason behind women only in the program?

Dr. Thompson: So when you look across the landscape, we see that particularly in women they may need mentoring. That is a specialty group just like minorities might need their community. It is a sense of community. So those are two kind of unique programs that many universities campuses have.

Senator Jayatissa: We have both the President and the Provost who are women in positions of power, so I was thinking, why do you need this specific program to promote women?

Dr. Thompson: Well, here is what I can say to that, if you actually look at ranks of full professor for example you'll often see there are lower rates of women who are full professor status. So there is obviously some inequity there and so we are trying to make sure they have a community and they are supported. Again, you will see those programs in a lot of other areas stem.

Senator Heberle: I also know that...women sometimes go into administration to escape the lack of opportunities that they experience in their colleges and departments.

Dr. Thompson: Great point.

Senator Barnes: Thanks for these initiatives. I know we talked about this before and I just want to keep it on your radar that I would love to see the staff piece of this not get lost moving forward.

Dr. Thompson: Thank you. You are exactly right. Especially for the equality program we made sure that Dr. Mckether is taking the lead on that, that there will be stack component of that as well. Anybody else? Alright, I hope you take advantage of this and please let your faculty know about it. The other thing that

Karen mentioned, and I will go away, is the launch committees. So every first year faculty member will be assigned a launch committee from their department chairs and we are asking that those are populated and meet by December 1st. That includes an internal mentor and an external mentor to the department. The department chair kinds of sets it up and gets it going and then I will be part of that process as well as Vice Provost of Faculty Affairs. We want to make sure we get out new faculty on the good foot and have all the resources that they need to be successful. Thank you very much, I appreciate your time.

President Brakel: We come to the point where items are heard/shared from the floor. These fliers deals with direct response training that is coming up on September 20th at 10:30 a.m. I want to make sure that these get out. Again, here is the information with regard to the workshops that we are sponsoring for promotion processes. If you need the academic personnel calendar here is a copy of that that you can review and the important dates from the Provost Office as well. Are there other items from the floor?

Senator Chou: We were asked to do the Faculty180, so I started putting some information in because our ARPAs will be submitted through Faculty180 this year. I noticed though the publication list or the Grants submitted through UT Research and Sponsored Programs list doesn't have a sort function, so the lists are in random order. You cannot sort it. The sort function would be very useful.

Provost Bjorkman: Can I address that?

President Brakel: Yes.

Provost Bjorkman: The way the ARPA thing works is it will automatically go in and hold just the dates ARPA applies to and so even though your publication list will have everything in it and all your grants and everything, the part that will come out in the ARPA report that is looked at will just be those dates.

Senator Chou: My questions is, looking at my own Faculty 180, there is not a sort button. There used to be a sort button so you can sort by the month published or sort by the date awarded. There is no such button now in my Faculty 180, so those lists become useless because the dates are random.

President Brakel: I think Vice Provost Ayres might be able to answer it.

Vice Provost Ayres: There is a sort function for that at the table of your publications; just click on the top of the column that says...

Senator Chou: Yes, I did that. It used to have a triangle button to sort the column. I can show you. Right now nothing will sort—none of the columns sorts.

Vice Provost Ayres: That is an interesting software glitch because that function always been there. We will check with Interfolio on that. The other thing to point out [to you] is when your information displays, the people who are looking at it, it doesn't look like the table that you're looking at anyway, it is automatically sorted by function.

Senator Chou: I can't sort by date myself, so I am seeing very different material. I know you can sort by date, right?

Vice Provost Ayres: Right.

Senator Chou: But right now it does not sort by dates on my computer.

Vice Provost Ayres: There is a previous function that are sorted by any of the columns that are there.

Senator Chou: The other minor issue is the percentage of effort reported in the Grants list. The maximum is 1% instead of 100%. So let's say I have a grant and I got 90% of the credit, it is shown as 0.9%.

President Brakel: Other issues from the floor? Thank you for your patience and---

Senator Heberle: I have a really important question.

President Brakel: Yes?

Senator Heberle: It might take a while. Do we have to be responsible for these [tent cards] because I don't want to be?

President Brakel: You can leave them there and we will collect them.

Senator Heberle: Are we taking them with us or not?

President Brakel: We will gather them. The whole idea is to help guest speakers as well as to help us with who was speaking. May I have a motion to adjourn? Meeting adjourned at 5:48 p.m.

IV. Meeting adjourned at 5:48 p.m.

Respectfully submitted,
Mark Templin
Faculty Senate Executive Secretary

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

