

UHD Faculty Senate

Minutes recorded by: Michael Cavanaugh
March 5, 2019 2:31-3:43pm
UHD A-300

Senate: Hsiao-Ming Wang, Michael Duncan, Michael Cavanaugh, Beverly Alford, Susan Baker, Ray Cao, Kristen Capuozzo, Stephanie Coleman, David Epstein, Angela Goins, Felicia Harris, Susan Henney, Pamela Hurley, Karen Kaser, Cynthia Lloyd, Steve London, Stephen Miller, Laura Mitchell, Mitsue Nakamura, Andrew Pavelich, Rachna Sadana, Joseph Sample, Johanna Schmertz, Nell Sullivan, Pat Williams, Zehai Zhou

Absent: Maria Benavides, Shannon Fowler, Rebecca Quander, Vida Robertson, Jace Valcore, Ting Zhang

Guests: Jerry Johnson, AVP Research; David Bradley, VPAF; Sandra Dahlberg, Faculty Ombuds; Darlene Hodge, FS Admin; Pat Ensor, Library Director; Lucy Bowen, Director SI; Ron Beebe, Professor; Lea Campbell, Director of AA & OIE

Call to order: The Senate was called to order at 2:31 pm by Senate President Hsiao-Ming Wang.

Minutes

Minutes of the February 19th, 2019 were approved unanimously.

Reports

Dr. Lea Campbell gave a report on the National Survey of Student Engagement (NSSE) and how that process was going at UHD (see attached presentation).

Q - Is there a link for us to send the students to?

A - The students each have a personalized link for NSSE where all of the demographics are preloaded. All students have been emailed the link and most students have also been texted the link. We are just asking you to remind them about it.

Q - The response rate is currently 13% versus the 25% target. How do we ensure a diverse sample?

A - There is no way to do that upfront because we can't force the students to complete the survey. However, we can disaggregate the data on the backend.

Senate Updates

Dr. Wang gave a couple of updates to the Senate. He mentioned that from what he heard, the UHD day in Austin was a success. He directed everyone to the news story written by Mike Emery (<https://news.uhd.edu/gators-take-austin-during-uhd-day-at-the-capitol/>).

Dr. Wang also mentioned the bureaucracy survey which was currently open. The original deadline was during spring break, so the deadline was extended until after. Please ask your faculty members about specifics so that you are able to include them in the responses.

Dr. Andrew Pavelich gave an update on the progress of the Faculty Handbook Committee. He explained that they are currently working and are really just doing updates at this point and not making changes. For example, they are updating the handbook to reflect the current president and the current provost because 3 years ago different people held those positions.

Dr. Wang also asked Ms. Lucy Bowen to address the anonymity question in the Dean surveys. Ms. Bowen explained that the Qualtrics survey does not track IP addresses, the deans don't get access to the surveys, and Lucy gets the data in a combined PDF form (not individual surveys) and she gives that form to the Provost. The dean evaluations are due March 11th.

Old Business

Dr. Wang brought up a resolution on online education for consideration by the Senate (see attached). He explained that online rigor is very broad but that FSEC, with some input from Provost Link, came up with this resolution as a starting point.

Discussion on the resolution ensued and language in the resolution was changed to reflect the Senate views.

There is nothing in the resolution that assures us that the taskforce is faculty driven. We need to be more explicit on who is on the taskforce. CTLE may have too much input - one size doesn't fit all.

I would concur with the previous statements. Also, those who the determination of teaching excellence should be faculty. Online teaching is not always the most important thing. Teaching experience is needed.

The taskforce does not have to be 100% faculty.

The majority of the committee will be faculty.

People who don't teach online should be eligible for the committee.

Disciplinary expertise is important, not just online teaching. There is concern about the taskforce overriding policies and who it would report to.

I believe that the taskforce should only have faculty with online teaching experience.

What about limited online teaching experience? How much?

I don't think we go that fine. Just limit it to online teaching experience.

We should have someone from every department, or at the very least every college.

Online teaching can be discipline specific. Some disciplines have module based courses that are preloaded from textbook companies that don't work in other disciplines.

Dr. Jerry Johnson asked why does Senate need a resolution? Senate has the ability to form a taskforce. Legitimacy issues aside, he is not sure why Senate is doing this.

Dr. Susan Henney, as a member of FSEC, answered Dr. Johnson's question. She said that this is something Provost Link requested. FSEC had talked with the Provost about this previously and because we didn't want to continue to bring this up in Senate again and again, a taskforce was discussed. Certain staff would be needed on the taskforce to tell us what can or cannot be done and the Provost wanted a specific charge.

Dr. Sandra Dahlberg added that one hurdle for faculty is the lack of resources available for faculty teaching online. For example, the testing center is reserved for the Marilyn Davies College of Business, so for faculty outside of that college it is difficult to get time in the testing center.

Dr. Wang added that pedagogy is very important but we need to start somewhere with solving our problems. Provost Link is making a good faith effort to do so.

I'm familiar with both decentralized and centralized systems. The college is the better place to solve the online issue, not the university.

The resolution should go through FSEC again and then come back to the Senate.

Is it possible to circulate the resolutions prior to the meeting, if they are available?

We should do that.

Dr. Wang asks for any Objections. There are none. Pre-planned resolutions that will be considered during a Senate meeting should be submitted to Senators prior to the meeting when possible.

How will faculty be selected for the taskforce? Appointment may not be appropriate. Election?

How do we make a decision to elect someone when we do not have access to their instructional materials?

Dr. Schmertz makes a motion to send the updated resolution (see attached) back to FSEC for more consideration and Dr. Sadana seconds it. On a voice vote it passes, but there were some nays.

Dr. Wang brings up the second item under old business - Standardized evaluation of adjunct teaching. He mentioned that if there was no objection, he would ask each senator to go back to their department and find out the current adjunct teaching evaluation procedure and to find out if there are any related departmental problems to this. Unanimous consent was given for delaying the discussion a week.

New Business

Dr. Wang brought up the topic of Evaluation of FT Faculty Teaching and IDEA end of course student opinion surveys.

Discussion ensued.

The old system had a better response rate but the new system is better archived and easier to use. There are some advantages.

I don't understand why we cannot get access to the written responses even if the total number of responses don't meet the quantitative criteria. What are we paying for?

Can we ask IDEA for access to the qualitative responses even for those courses that miss the number (n) cutoff for reporting?

IDEA can be tailored to discipline and class. My worry is the response rate.

Is there a middle ground? Holding grades?

Have they evaluated IDEA?

This is a good question for faculty as well. We can address the response rate. The other side of the coin is whether IDEA is worth the money we are paying for it?

Is IDEA useful for annual evaluations and/or rank and tenure proceedings? Is it used for anything else outside of that?

What was the other system? How was it different?

Dr. Johnson mentions that we have enrollment issues at UHD. We are currently having some issues with re-enrolling currently enrolled students. Holding grades may create a barrier which we would not want to do.

The 1st semester we used IDEA, we gave away an iPad. Maybe that semester we had good response rates. IDEA has pretty good information, but some information on IDEA isn't needed.

We need to use a carrot and not a stick.

We need peer input rather than just student evaluations. Can we have something (IDEA, Qualtrics, etc.) for peer evaluations?

In our department tenure track faculty get peer evaluations once a year but that stops when they get tenured.

What happens if my peers visit my class and I have a terrible day on the day they visit?

We are discussing the annual evaluation process and it can be painful and very thorough.

We can do better than IDEA. We can focus on learning objectives or other foci in the class rather than what IDEA thinks is important.

There are problems with this low response rate. We need multiple measures of teaching effectiveness and need to look at the cost benefit.

Dr. Dahlberg asked how much does IDEA cost UHD per year? What is the contract length?

Ms. Lucy Bowen indicated that she will work to find out the answers to those questions.

Dr. Wang closed off the discussion and said that this will be an issue that FSEC will discuss in more depth with Provost Link.

Dr. Wang also reminded senators to fill out the Qualtrics Survey on bureaucracy. He also asked senators to talk with their departments about procedures/policies related to annual review of adjuncts.

Dr. Duncan reminded senators that the policy on Voluntary Modification of Employment is currently out for review and he encouraged everyone to comment on the policy.

Dr. Henney made a motion to adjourn the meeting and Dr. Pavelich seconded the motion.

Meeting adjourned at 3:43 pm.

The UHD Faculty Senate hereby resolves:

We request that the Provost form a task force charged with addressing online teaching standards that adhere to the following principles:

- Improving the quality of online instruction
- Training in online instruction for students and faculty
- Establishing effective assessment of online instruction

The UHD Faculty Senate hereby resolves:

We request that the Provost form a faculty-driven task force charged with addressing online teaching standards that adhere to the following principles:

- Improving the quality of online instruction
- Training in online instruction for students and faculty
- Establishing effective assessment of online instruction

The committee will be comprised of a majority of full-time UHD faculty, and chaired by a full-time UHD faculty member, all of whom have taught online.



NATIONAL SURVEY OF STUDENT ENGAGEMENT

LEA CAMPBELL, PH.D.
OFFICE OF INSTITUTIONAL EFFECTIVENESS

ABOUT THE NSSE

1. Students' time and effort
2. Institutional resources and curriculum

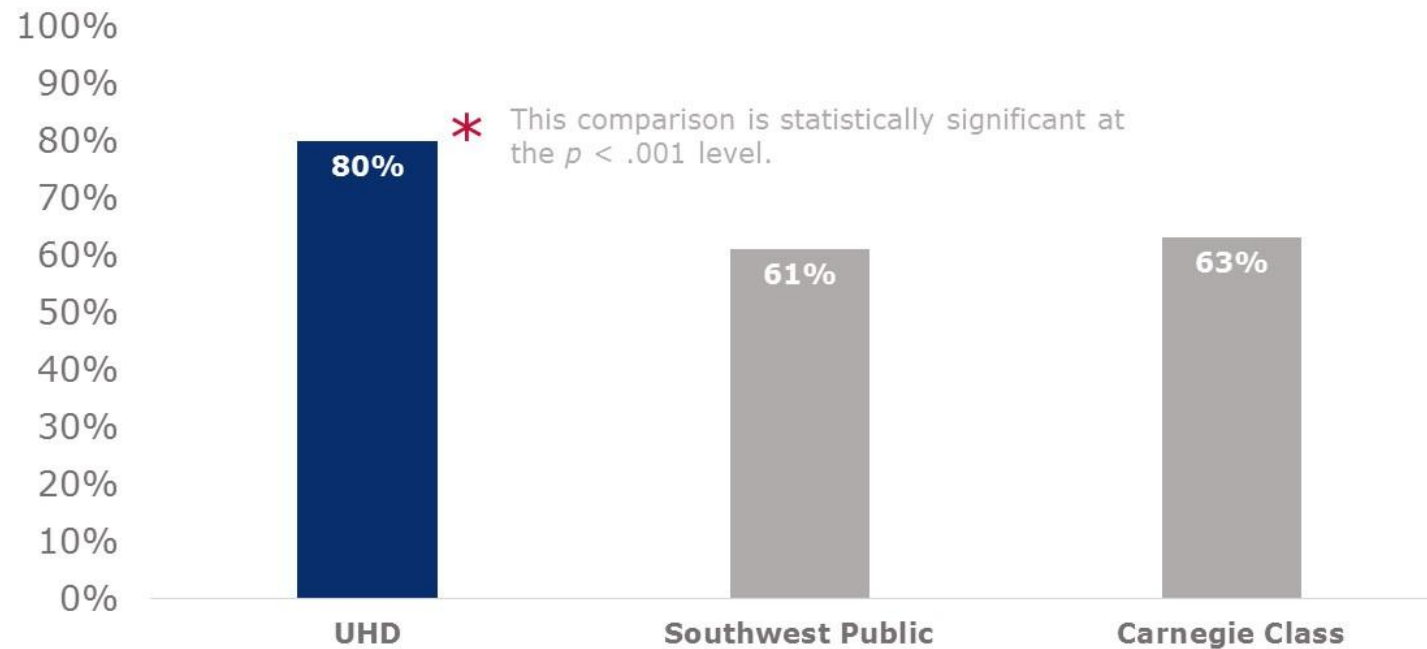


HIGH-IMPACT PRACTICES

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

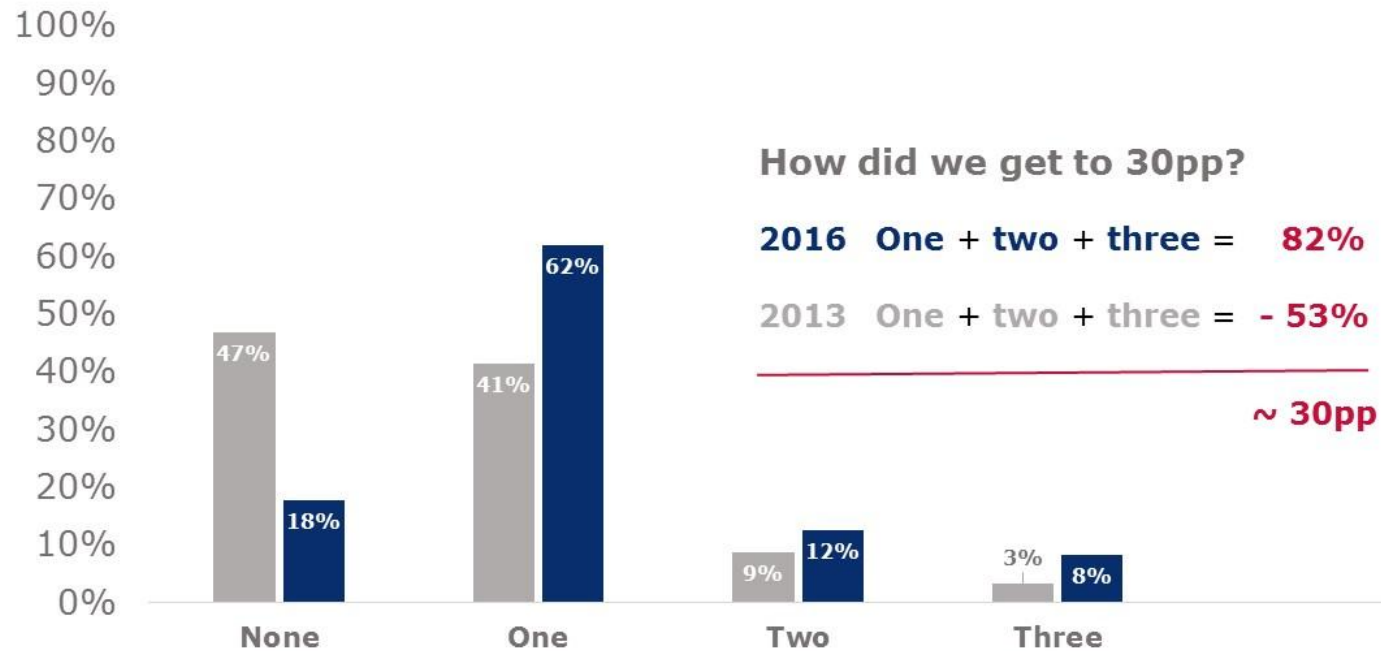
WHAT HAVE WE LEARNED FROM THE NSSE?

First-year students at UHD were significantly more likely to engage in a High Impact Practice (HIP) than their **peers at other institutions** in 2016.



WHAT HAVE WE LEARNED FROM THE NSSE?

UHD First-year students who experienced at least 1 High Impact Practice (HIP) increased **nearly 30 percentage points** from **2013** to **2016**.



WHAT HAVE WE LEARNED FROM THE NSSE?

First-year students at UHD scored **at or above** peer institutions on **92%** of academic advising metrics.



Changes in UHD policy and practice that supported first-year students included:

- Enforced major declaration
- Restructured academic advising for first-year students
- Created a cohort structure
- Implemented a freshman seminar
- Conducted degree audits
- Implemented Intrusive advising
- Required students to attend at least two advising appointments in a semester
- Gained buy-in from faculty
- Cultivated partnerships with faculty who teach developmental courses.

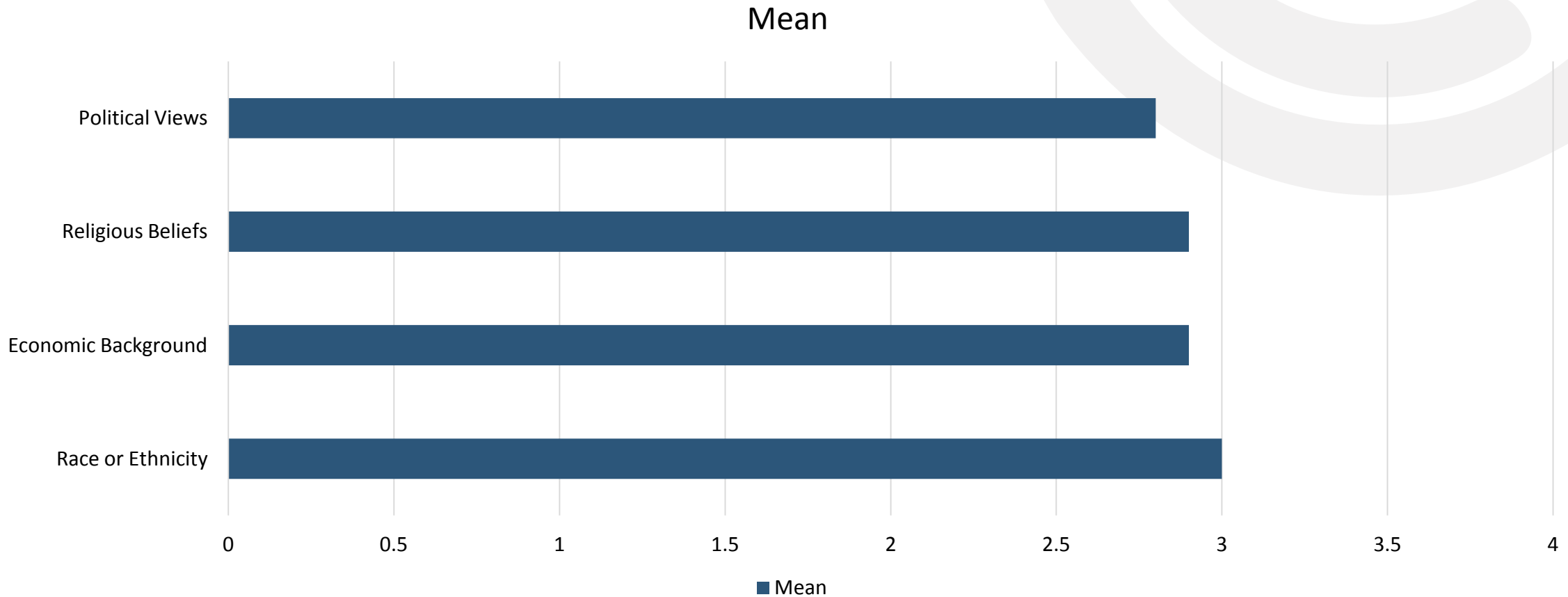
Staff Contributions

DURING THE SCHOOL YEAR, ABOUT HOW OFTEN HAVE YOU HAD DISCUSSIONS WITH PEOPLE FROM THE FOLLOWING GROUPS?

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own



DURING THE CURRENT SCHOOL YEAR, ABOUT HOW OFTEN HAVE YOU HAD DISCUSSIONS WITH PEOPLE FROM THE FOLLOWING GROUPS?

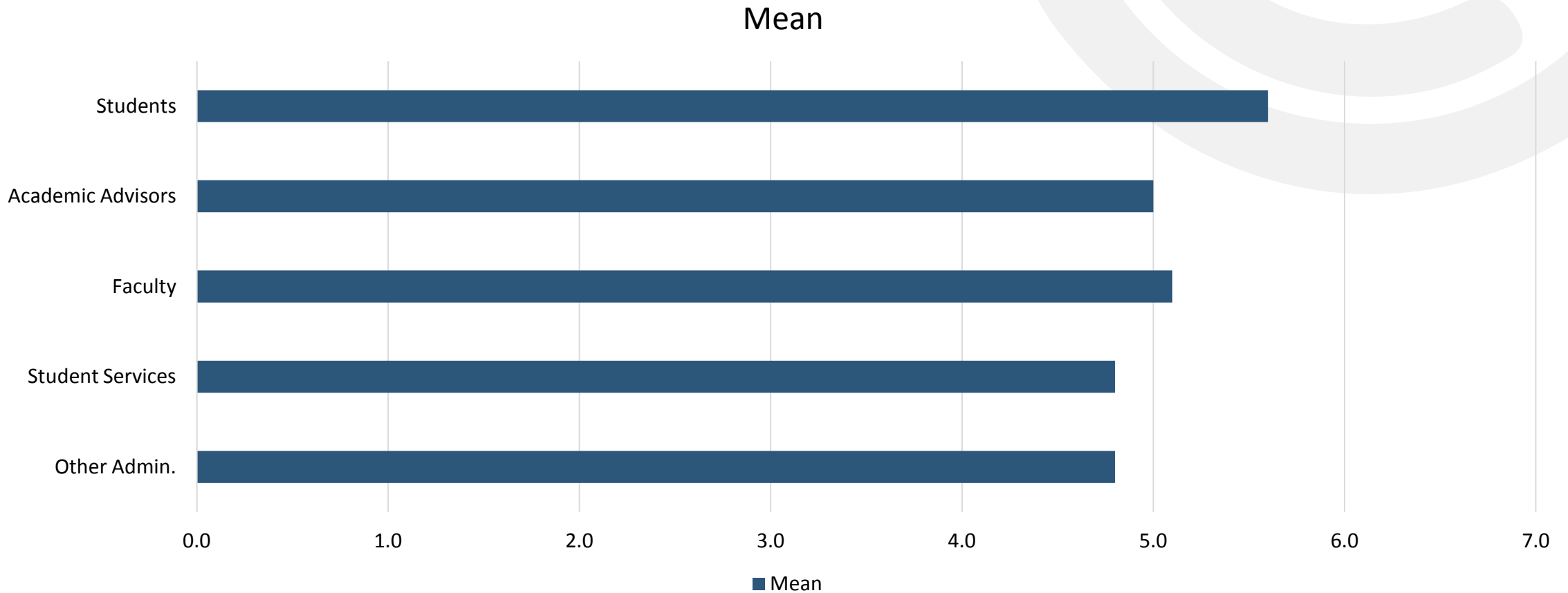


INDICATE THE QUALITY OF YOUR INTERACTIONS WITH THE FOLLOWING PEOPLE AT YOUR INSTITUTION.

- Students
- Academic Advisors
- Faculty
- Student Services Staff (career services, student activities, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)



INDICATE THE QUALITY OF YOUR INTERACTIONS WITH THE FOLLOWING PEOPLE AT YOUR INSTITUTION.



HOW SATISFIED ARE STUDENTS WITH THEIR EDUCATIONAL EXPERIENCE?

79% of First-Year and 84% of seniors rated their entire educational experience at UHD as “good” or “excellent.”

FIRST-YEAR & SENIORS (W/90+ HRS) CAN ACCESS SURVEY...



E-MAIL



**TEXT WITH
LINK**



BLACKBOARD

<https://nsseurvey.org/{loginid}/{contact}>

A CALL TO ACTION

1. Ask students to complete the NSSE.
2. Coordinate with student organizations to hold NSSE completion activities
3. Other suggestions





THANK YOU



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[HTTPS://WWW.UHD.EDU/ABOUT/IE/PAGES/IE-INDEX.ASPX](https://www.uhd.edu/about/ie/pages/ie-index.aspx)