

SEC/VPAA JOINT CONFERENCE MINUTES

January 23, 2007
2:30 p.m.

Senate Conference Room
140 McFall Center

Present: Currie, Gromko, Hebein, Lee, Little, Nichter, Orel, Pinto, Williams

Faculty Senate Chair Hebein called the joint conference to order at 2:30 p.m.

OLD BUSINESS

Interim Provost Gromko – Review of Goals for Spring Semester

Thank you for the opportunity to discuss my goals for this semester. My goals were in the BG Monitor and are also posted on the Provost's Web Site. What I have tried to do is to connect with ongoing projects that already have somewhat of a solid foundation. I want to continue with university projects that have already been nationally and regionally recognized as being positive. These projects include: BGeXperience, the Values Initiative, Assessment and Student Learning Outcomes, Use of the Electronic Portfolio, Scholarship of Engagement and Service Learning. We want to organize faculty, staff and student interests and activities around some of these projects which have received national recognition. One area I would like to see us work on deals with the confluence of our faculty research expertise and how it might impact on student learning outcomes. In other words, if you compare BGSU with other universities, what aspect of faculty research sets us apart from other schools from a student perspective? One way that faculty research can compliment student learning outcomes is through undergraduate student research experiences. Undergraduate student research activities are typically undertaken by a small number of undergraduate students. I would like to see faculty research efforts expand on a much greater student population. I would like to see more faculty sharing their research efforts in their undergraduate classes through the implementation of student learning outcomes involving inquiry skills, critical thinking skills, and problem solving skills. I would also like to see us work on developing a greater academic coherence alignment. In other words, how do general studies coursework align with the major area coursework? For example, the skills that students learn in general education classes such as composition or writing can be carried over into the coursework in the major area of study. There is a new piece of software called Calibrated Peer Review. This software allows students to use peer review and Meta analysis in providing feedback on student writing products. Another goal is to provide continued faculty development. We will be inviting all of you to attend our Student Success Summit on March 22-23. Our keynote speaker will be L. Dee Fink, the author of a book on creating integrated curriculum. **Hebein:** Will there be any student activities involved in this Summit? **Gromko:** I believe that there might be opportunity to build in some student activities in connection with the speaker. **Hebein:** I would like to return to something you stated at the beginning of your remarks today, regarding the distinctiveness of BGSU in utilizing faculty research expertise in using student learning

outcomes as assessment measures. Is this a realistic goal since most faculty aren't doing research on curriculum or on student learning outcomes? How do you see this working out? **Gromko:** I believe that the use of electronic portfolios can provide information to faculty and to students to demonstrate measurable gains in student progress. Faculty might choose to research this approach in providing alternative assessment products for measuring student gains relative to learner outcomes. **Hebein:** Isn't there a great deal of variance from Department to Department in using the electronic portfolio and in assessing learner outcomes? **Gromko:** Yes, there are discrepancies between methods being used to assess, and I would anticipate that is appropriate depending on the discipline being assessed. **Hebein:** What I am saying is that some faculty and departments are doing this kind of assessment while others are not doing any kind of real assessment of learner outcomes. How do we improve on faculty participation in this assessment process? **Gromko:** I am hopeful that if we can get students interested in really developing electronic portfolios and understanding the value of the portfolios, then perhaps the students might bring pressure on more faculty to require products for inclusion in the electronic portfolios. **Hebein:** I believe that it is still necessary for the Provost's Office to provide greater incentives/motivation for faculty to promote student use of electronic portfolios. **Williams:** I would like to hear from our student representatives on their perspectives on the use of electronic portfolios. **Little:** I think it varies from college to college or program to program. Because I used to be an Education major, I have created an electronic portfolio. But in my new major, I am not required to have such a portfolio. **Nichter:** I am not aware of any graduate students who actively use an electronic portfolio. **Gromko:** I believe that College Student Personnel and Higher Education and Student Affairs use the electronic portfolio extensively. **Nichter:** I don't believe that graduate students are resistant to using it, I think they are just not aware of what it is and what it might offer them. **Orel:** I think more faculty would use it if they actually saw examples of electronic portfolios and how they are used effectively. **Hebein:** I am concerned that Milt Hakel and his group have spent such a long time on this campus in getting the assessment program off the ground, and that we still have such uneven use of the system from department to department or program to program. **Gromko:** I understand, but there is a fine line between encouraging faculty to use the system and mandating that they use it. We do want faculty to use the electronic portfolio. We don't want to build resistance among faculty in using the system. **Williams:** I believe that the reason that the College of Education and Human Development is ahead of other colleges in using the electronic portfolio is due to its long history (probably 40-50 years) of using portfolio documentation to assess student competencies in the teacher education programs. **Gromko:** Other programs such as the Art Education program have a history of using portfolios as a means of demonstrating expertise. **Williams:** One of the goals that I didn't hear addressed is the topic of "Scholarship of Engagement." I believe that there is still a great deal of confusion among faculty in terms of the definition of scholarship of engagement. In some cases, it appears that scholarship of engagement might include our faculty working with people out in the community and producing some kind of solution, program or product together. In other cases, it appears that scholarship of engagement doesn't really occur until the faculty member gets an article published in a refereed journal describing the scholarship of engagement.

Somewhere, within the goals being identified, there seems to be a need to clarify exactly what scholarship of engagement is.

Currie: I would agree. It seems to me that when you alluded to attempts to bridge faculty research efforts with the teaching of undergraduate students, that this could be a lead-in to scholarship of engagement activities. But, I also agree that there is a great question among faculty as to what constitutes scholarship of engagement. **Pinto:** The Department of Management has wrestled with the definition of scholarship of engagement. We decided to have three levels. The highest level is a publication in a refereed journal. The next highest level is achieving some kind of outcome such as a program or presentation. The lowest level is just meeting with outside people to discuss specific issues. **Gromko:** I believe that there are two criterion required for scholarship of engagement. First, there must be some type of engagement with members of the community. It can't just be "doing for" or "doing to" members of the community. Members of the community and members of the university must act as partners in the activity. In order to meet the scholarship criterion, there must be peer review and dissemination. **Williams:** I am just calling attention to the need for greater clarity in the definition of scholarship of engagement since our university was just nationally recognized for this practice.

NEW BUSINESS

New Pilot Program for Student Ratings of Instructors (IDEA)

Gromko: In terms of developing our expertise as teachers, Dan Madigan in my office is working on a pilot project to improve our process of student ratings of instructors. In addition to student ratings, we should also be using peer reviews and other evaluation techniques. Given that we do emphasize student ratings in Promotion and Tenure Review and in Merit decisions, we should be using the best student rating systems possible. Most of the ratings we currently use are home-grown and have limited validity and reliability. The form we would like to pilot at BGSU is a student rating form from the IDEA Center from Kansas State University. This rating form is based on 30 years of study. It provides summative and formative data as well as providing feedback to faculty on what they might do to improve their instructional techniques. **Currie:** Would the reporting of results be faster than our current reporting system on student evaluations?

Gromko: Yes, somewhere between one or two weeks. It can be administered electronically or through bubble sheets. This IDEA rating form asks valid questions of students regarding faculty instruction. There is an analysis of known sources of errors in the student responses. The analysis takes into account student motivation, the amount and difficulty level of the student work involved, and the study habits of the students. Through multiple regressions, it can provide raw scores and corrected scores. In summary, I believe that the positive aspects of using the IDEA student rating forms include the following:

- Has demonstrated validity and reliability
- Based on research
- Provides corrected scores for known sources of error

- Emphasizes student achievement of learning outcomes identified by the instructor
- Provides Formative and Summative Data results
- Provides a Diagnostic Analysis of Teaching for the faculty member, including suggestions regarding 20 teaching methods
- Provides for a choice of reporting and comparisons (department, campus, other universities)

(Mark disseminated a packet of information on the IDEA Student Ratings of Instruction System. He also provided a web site where more information is provided on the IDEA Ratings System: www.idea.ksu.edu/StudentRatings/index.html)

Hebein: You mentioned that you already have some faculty who have volunteered to pilot this evaluation system at BGSU. **Gromko:** Yes, we have a large number of faculty in the College of Education and Human Development, thanks to Julia Matuga. The Math faculty teaching 131 and below have volunteered. There is a group of faculty at Firelands and in Political Science who also have shown interest in volunteering. **Orel:** Can this be administered through Blackboard? **Gromko:** I know it can be administered on the Web, but I don't know if you can access it through Blackboard. **Lee:** We are doing some testing right now to compare on line to in class evaluations, and we are having difficulty getting a decent response number. We are under a 50% response rate. **Orel:** In our on line evaluation, you lose points if you don't complete the evaluation. **Gromko:** Another thing you can do to increase student response is to hold your class in a computer lab on the day that you hand out the evaluations. **Little:** I also suggest that faculty conduct evaluations at the beginning of the class rather than at the end of the class. **Currie:** Libraries in Ohio attempted to do on line evaluations in computer labs and we only got a 12% return rate. **Williams:** Our current system seems to be lacking in getting student ratings back in sufficient time to faculty so they can modify their teaching based on the evaluations. We often don't receive the evaluations until mid term of the next semester. **Orel:** If you do it on line or through Blackboard, you can get feedback immediately. **Little:** The only problem with that method of evaluation is that students may not be honest because they fear that their professors will be able to identify them through their P0 numbers. One of the issues I have is in consistency. Some classes will have hard copy; some will have evaluations on line. It would seem more appropriate to have consistency in the methods of evaluation being used across campus. **Gromko:** Hopefully, we can work through some of these problems in our pilot project this spring. **Williams:** What is the cost factor involved in IDEA? **Gromko:** The pilot is \$900 for the semester. If we were to continue it, it would be somewhere between \$1,600 and \$2,000 per semester.

Administrative Review Resolution

Hebein: We have another item on the agenda, the Administrative Review Resolution which was passed in our last Senate meeting. I realize that we have not waited the sufficient number of days to be transmitted to the President and before we might fully address this topic. Does the Provost's Office have any ideas on if, how or when this might be addressed? **Gromko:** We did have a brief discussion on this at our Cabinet meeting and there seemed to be some question as to whether or not this was within the Faculty Senate jurisdiction. I don't believe that there will be a lot of receptivity to this

notion. There seems to be some question about whether or not you need this level of review to get the results that might be useful. If faculty suspect that there is administrative bloat, I think it will be too costly to conduct the investigation/evaluation needed to get the results that you might end up getting. **Williams:** I think that this kind of review does fall under the jurisdiction of Faculty Senate if we are truly looking at a shared governance model. I believe that not only members of faculty, but also members of administrative staff and members of classified staff look at administrative decisions/appointments and might question the wisdom of those decisions and wonder what levels of accountability are in place for administrative offices. **Gromko:** So, maybe a positive end to such a review might be a better understanding of the general university community and the workloads in our administrative offices. **Lee:** Maybe what is needed is to periodically bring in some outside consultants in Organizational Management to review our administrative structure and personnel positions. **Pinto:** Perhaps we need to see if any other universities are conducting these kinds of reviews. **Hebein:** One of the issues that faculty seemed to have had with the evaluation of the Deans was the lack of transparency in providing the results. Perhaps that is the same situation here, how much of the information regarding workload and administrative review is shared. **Gromko:** Is there any opportunity to further refine this Resolution? **Hebein:** It will be transmitted to the President as it was passed in Senate. The President can then choose how he might want to handle this Resolution. **Currie:** I believe that if such a review does occur, then it is important to ensure that the information is disseminated. I sense that people just don't know and they really want to know. **Williams:** One of the activities that we discussed was to form an ad hoc committee to begin discussing this Resolution with you. Would that be helpful to you? **Gromko:** Yes, that would be helpful if we know what people are really concerned about and what questions that they want answered. It would also be helpful if we concentrated on this transparency issue. **Hebein:** I will ask our Faculty Senate Secretary to work with Com Com to come up with an ad hoc committee to discuss this Resolution. (Suggestions for the committee from SEC and the VPAA included the Resolution proposer, Dr. Rich Wilson, Bill Knight and other faculty.)

ISSUES AND CONCERNS

None

ADJOURNMENT

The meeting adjourned at 4:10 p.m.

Respectfully Submitted,

Ellen Williams
Faculty Senate Secretary
February 6, 2007