

University Senate Meeting
Wednesday, May 9, 2018
3:00-5:00 pm
EMU – Crater Lake Rooms

DRAFT

Attendance can be found at the end of the minutes.

1. Call to Order: 3:05 pm

1.1 Introductory Remarks – Senate President Chris Sinclair

President Sinclair reviewed the agenda and reminded everyone that elections for next year's Senate and Senate committee positions will close at noon on Friday, May 11. He also noted that there will be a brief executive session at the end of the May 23 Senate meeting, so senators can vote on those people recommended to receive this year's Senate awards

2. Approval of Minutes:

2.1 April 25, 2018 – Senators offered no objections to or corrections of the minutes as currently posted, so President Sinclair declared them approved.

3. State of the University - UO President Michael Schill

President Schill provided updates on a variety of topics.

Dean Searches: Several searches are ongoing. Candidates for Dean of the Clark Honors College are making visits to campus now. The search for a new Dean of the Graduate School is at the airport interview stage.

Institutional Hiring Plan (IHP): Provost Jayanth Banavar will be announcing next year's IHP on May 10. He has approved searches for 56 faculty positions. Banavar will be holding a town hall for interested faculty on the IHP on May 18.

Admissions: May 1 was decision day for prospective students and Schill said preliminary data show that the UO has done quite well. This class will be significantly larger than the last two. It features sizeable growth in Oregon residents, especially in Pathway Oregon students, and growth in US residents, but a decline in international students, which is disappointing, but not unexpected. The incoming class's median GPA is very close to the university's record high from a few years ago.

Hayward Field: Schill reported that the Eugene City Council voted 5-1 today not to pursue historic designation status for the East Grandstand. He said this is the outcome the UO had hoped for, so demolition could begin next month. The City Council urged the university to engage in a public process about repurposing wood and other salvage materials from the construction project, which Schill said the UO would do.

George Mason University: Schill referenced recent media reports about the influence GMU has given major donors, such as the Koch brothers, in the hiring and funding of faculty. He said the UO doesn't do this, hasn't done it as far as he knows, and won't do this in the future. Schill said some questions have been raised about the role the Chinese government plays as a partner organization in the operation of the Confucius Institute. He thinks the Senate authorized the institute's governing structure and said he would look into this further.

Budget: Schill said the final touches are being put on next fiscal year's budget in preparation for the Board of Trustees meeting in early June. He praised the fact that the UO had the smallest tuition increase this year among Oregon public universities, but warned that the university is facing an \$8-9 million increase in PERS costs next year. He said it is unfortunate that so much money will be going to retirement costs and not toward anything that will make the university better. He noted that K-12 schools are facing a similar situation. Schill reported that the seven Oregon public universities will be asking the Legislature as a group for a \$130 million increase in funding during the next biennium, in order to keep tuition increases below 5%. If the universities don't receive additional funding, Schill said, the UO will definitely be looking at a double-digit tuition increase next year. He asked all parts of the campus community to once again assist the university's lobbying effort.

Tykeson Hall: Schill noted that construction is under way on the building that will house the College of Arts and Sciences offices and the Career Center. He said this will be an opportunity for everyone to ignore their parochial silos and put the needs of students first. The UO currently has a student to advisor ratio of about 8-900:1 while the industry standard is closer to 2-300:1. Schill is excited to see resources being put into expanded student advising.

Pedro Garcia-Caro asked for a breakdown of how much PERS costs are increasing for various campus constituencies - top administrators, faculty, and staff. Schill said because of recent turnover among deans, fewer top administrators are in Tier One PERS, so costs there may have been significantly reduced.

Chris Murray suggested it would be helpful for senators to hear from Jamie Moffitt, Vice President for Finance and Administration, about the PERS situation. He said the UO's best hope for dealing with its budget issues might be to grow the size of the university. Schill replied that there are basically three ways to increase the UO's revenue – grow the size of the student body and/or raise tuition, expand philanthropy, and get more money from the state. He noted that the UO has the capacity to grow, since the size of the student body has declined in recent years while the number of faculty has increased. Schill acknowledged that it's because the UO has successfully recruited out-of-state students that we've been able to keep tuition relatively low for in-state students, but he noted that all schools are looking to attract out-of-state students and that over time the number of these students will be declining. Schill said the UO has studied the kinds of programs it needs to emphasize in order to attract out-of-state students, has hired more recruiters and placed them in areas around the country where we expect to

be able to recruit well, and has contracted with a market research firm to identify what messages work best with prospective students.

Bill Harbaugh said he was pleased to hear about the increased number of Pathway Oregon students, but wondered if we have sufficient funds to meet our four-year commitments to them. Schill explained how the program works; if students are Pell-eligible and have a 3.4 GPA, the UO will pick up any tuition and fee costs that scholarships and family resources don't cover. The program does not cover room, board, and books. He said that about 25-30% of Oregon undergraduates at the UO are in the Pathway Oregon program. Thus, lower income students are pretty well taken care of; it's the lower middle income students, he noted, who are struggling the most when tuition increases. Schill also said that the UO has a low financial aid discount rate. Most public universities are around 18-20%, while the UO is at about 9%, most of which is used to fund the part of Pathway Oregon not covered by Trustee Connie Ballmer's generous gift.

4. New Business and Reports

4.1 Vote: US 17/18-17: "Learning Goals for Methods of Inquiry" – Chris Sinclair, Chair of the Core Education Task Force

Sinclair turned the meeting over to Vice President Harbaugh to chair. Harbaugh explained that the motion is back before the Senate after a Senate vote on April 25 sent it to the Committee on Courses for further review.

Frances White reported that the Committee on Courses had thoroughly reviewed the motion and had made modifications to the criteria under the Critical Thinking and Creative Thinking methods of inquiry. She reviewed each of the changes for the senators. The committee then tested the modified criteria against several current general education courses and concluded that they worked well. White said the Committee on Courses solidly supports the modified motion.

Chris Phillips who had requested the Committee on Courses review said he too supported the modified motion, except that one of the criteria devised by the committee had been changed after the committee meeting.

Motion to amend the fifth criteria for Critical Thinking by using the version approved by the Committee on Courses, which involves deleting the phrase "Formulating a position or conclusion" and re-inserting the phrase "Influence of context and assumptions". Presented by: Chris Phillips. Second: Tom Greenbowe.

Vote on motion to amend. Overwhelmingly - Yes. Moved/Seconded/Carried.

Vote on main motion to adopt US 17/18-17. Unanimously – Yes. Moved/Seconded/Carried.

4.2 Vote: US 17/18-18: “Repeal of Multicultural Requirement and Introduction of ‘US: Difference, Inequality, Agency’ and ‘Global Perspectives’ Requirements” – Lee Rumbarger, Chair of Multicultural Requirement Task Force

Sinclair resumed chairing the meeting. He noted that he had changed the title of the motion to clarify what it does, but that the text is unchanged. Lee Rumbarger said she supports the title revision and then provided a brief review of both the multicultural requirement’s history and the task force’s work in developing these new requirements. She praised the fact that the new requirements include a teaching enhancement component and ongoing review by the newly-created Core Education Council. Several senators thanked the task force for its efforts and praised the new requirements.

Vote on the motion to repeal the existing multicultural requirement and adopt the new United States and Global requirements. Overwhelmingly – Yes. 1 – No. Moved/Seconded/Carried.

4.3 Discussion: US 17/18-19: “Implementing a System for the Continuous Improvement and Evaluation of Teaching” – Bill Harbaugh and Sierra Dawson, Co-Chairs of the Teaching Evaluations Task Force

Harbaugh and Dawson walked senators through a PowerPoint presentation that described the work of the task force and then explained the various elements of their motion.

Harbaugh said this project began with a motion from a Mathematics professor who was concerned about the ability of students who had been found guilty of misconduct to evaluate the faculty member who had reported them. However, a review of UO data and literature in the field raised other concerns. It demonstrated both that there is no proven relationship between student evaluations and learning and that student evaluations display significant gender and racial bias. This pushed the task force in the direction of looking at the entire evaluation process, something that the American Association of Universities (AAU) and numerous other colleges and universities are also doing.

Harbaugh said the task force concluded early on that the current system was actually trying to provide two kinds of evaluations at the same time and decided that separate solutions would be needed for each kind. One effort would be directed at finding ways to provide faculty with information about and incentives to improve their teaching. The other would attempt to evaluate the quality of instruction against consistent criteria in ways that mitigated bias. Harbaugh said the task force believes its proposals will point the way toward a better system, but they don’t feel they have yet achieved the complete answer.

Sierra Dawson described the methods the task force had used and the many groups they had reached out to in order to learn where the problems are in the current evaluation system. This included several targeted town halls and meetings with Senate

committees, the ASUO, key administrators, student groups, and graduate students. Some of the feedback they received from students included:

- On the numerical evaluations, lots of students just click right through them without much thought.
- Students are too busy at the end of the term to focus on the number of class evaluations they're expected to complete. For example, a student with four courses, each of which has a lab or discussion section, could be asked to complete 8 evaluations.
- Withholding grades until evaluations are completed is frustrating and feels punitive.
- Many students don't feel safe signing evaluations, because they may have the teacher in future courses and worry it will be held against them if they are too critical.
- Why should students have to provide feedback on every course? It makes sense if the course was really good or really poor, but why complete an evaluation when the course was simply fine and you don't have much to say about it?
- Many students are unsure of what happens to their evaluations or how they are used.
- Many students would like their evaluations to have a more direct impact on how a class is conducted, especially if the impact could occur before they complete the class.

Dawson said the task force is proposing five methods for better evaluating and improving teaching, several of which they have been piloting the past two terms:

- Mid-Term Experience Survey: filled out by students to tell a faculty member what's going well or poorly in a course. Only the faculty member sees this survey.
- End-of-Term Experience Survey: filled out by students to evaluate the entire course. No numerical ratings; only narrative with specific, focused questions. Can be used to evaluate the faculty member.
- End-of-Term Faculty Reflection Survey: filled out by the faculty member to describe how they arranged the course and to reflect on how well they feel things worked out. Helps faculty member prepare for the next time they teach the course and can be shared with department head at the faculty member's discretion.
- (Proposed) Peer Review Framework: to be developed by the proposed Senate Continuous Improvement and Evaluation of Teaching Committee. This would be a set of best practices-based guidelines to help departments develop effective and consistent peer review methods.
- (Proposed) Teaching Evaluation Framework: to be developed by the proposed Senate Continuous Improvement and Evaluation of Teaching Committee. Currently, the UO offers departments a list of sources of information to draw on for evaluating faculty. This framework would help departments define exactly what they mean by Excellent Teaching, Good Teaching, or Teaching That Needs Improvement. Based on its research, the task force feels teaching must be inclusive, engaged, research-led, and

conducted with professionalism. Developing such a framework would help define expectations for all faculty.

Harbaugh noted that the task force and UO administration had worked closely together to develop US 17/18-19 and then walked senators through its key provisions. Harbaugh said the Office of General Counsel recently advised the task force, based on a comprehensive review of the relevant statutes, that Oregon law actually requires student course evaluations to be anonymous. (ORS 352.226[9]) This is exactly opposite to the approach that the UO has been following, but it is consistent with the way the other Oregon public universities have handled student evaluations of faculty. The UO will now need to keep student written evaluations anonymous. In order to address bias concerns, the legislation says that the university will cease collecting numerical ratings. It also provides for implementation of the five evaluation instruments that Dawson described earlier. Finally, it would create a new Continuous Improvement and Evaluation of Teaching Committee to finalize the various evaluation instruments and, once implemented, to determine how well they are working.

Anthony Hornof expressed serious reservations about using anonymous student comments, especially for tenure decisions, because the faculty member has no context for responding to criticism when he/she doesn't know who made the comments. Dawson noted that it is possible in the UO's current evaluation system to redact outrageous comments or to flag comments made by students accused/convicted of academic misconduct. She noted that faculty already have the ability to look at unsigned comments, if they are interested in seeing what's being said anonymously. Chris Phillips insisted that any new evaluation system needs to state clearly that evaluations by students involved in academic misconduct will not be used in tenure reviews.

Janelle Bond welcomed the move to anonymous evaluations. This is particularly important, she said, for classes in a student's major field, because of the likelihood that they will encounter this teacher again. She also praised the decision to discontinue withholding grades until evaluations are completed and asked if it would be possible to construct a positive incentive to encourage student use of the evaluations.

Several senators expressed support for the proposed changes, especially the end of numerical ratings, but questioned how tenure cases will be handled in the near future when committees are confronted by two different kinds of data. Dawson said one possible approach would be to have the UO's evaluation vendor go back and anonymize previous signed evaluations, but this would also clearly be an issue for the new Senate evaluations committee to address.

Chris Minson urged that the new End-of-Term Experience Survey be given to students after their final examinations. Shea Northfield supported this approach, but said the evaluation also needs to happen before students see their grades. Dawson noted some of the challenges involved in doing evaluations after the final exam, such as students

leaving before finals week after they have turned in a final paper. She said the new evaluations committee would need to pilot this to see what works best.

Erik Ford asked if the final versions of the new evaluation surveys would be available before the Senate votes on this legislation. Harbaugh said the versions currently being piloted are close, but the final wording would be up to the new Senate evaluations committee. Mark Whalan said he liked the emphasis on engaged teaching, but was concerned that faculty who will be coming up for tenure in the next two years not be evaluated by a standard that was not in place during most of their review period. He also said he's had a difficult time seeing trends in the narrative comments he's received and expects that will be even more problematic with more anonymous comments. Dawson replied that the engaged teaching criteria will need to be developed by departments and then phased in over time, so there will clearly be an extended transition period. She also said that the more specific questions in the new evaluations should make it easier for faculty to see trends in the students' comments.

Beth Harn supported the decision to make significant changes in the evaluation system, but said everyone should understand that we will never be able to completely eliminate bias. She also asked who would be doing the peer evaluations, because many departments are already overwhelmed with work. Lee Rumbarger said the Teacher Engagement Program would be glad to train groups of faculty to do peer reviews within their departments.

President Sinclair noted that it would soon be 5:00 pm when the meeting was scheduled to end and asked if anyone was interested in extending the meeting time.

Motion to extend the meeting for 20 minutes. Presented by: Chris Phillips. No second. Motion fails.

Motion to extend the meeting for 10 minutes. Presented by: Terry McQuilkin. Second: Chris Phillips

Vote on motion to extend the meeting for 10 minutes. Overwhelmingly – No. Motion fails.

Colin Koopman stated that he doesn't see anything in the proposed legislation that would satisfactorily mitigate bias. He also suggested dividing the motion into two motions, one focusing on peer evaluations and the other on student evaluations. He also recommended dropping the term "improvement" from the title of the motion, because he sees nothing in it that will improve teaching. If the university wants to improve teaching, Koopman suggested that it provide faculty with incentives to improve, such as time off to receive training from the Teacher Engagement Program.

Ali Emami asked if the task force had looked into the issue of grade inflation and the timing of evaluations. Harbaugh noted that there is solid data showing a close

relationship between a student's grade and how they evaluate the person who taught the course.

5. Open Discussion: None

6. Reports: None

7. Notice(s) of Motion: None

8. Other Business: None

9. Adjournment: 5:06 pm

Attendance:

University Senate Members – 2016-17				Date: May 9, 2018			
Senators	Pres	Abs	Exc	Senators	Pres	Abs	Exc
CAS – Natural Sciences				School of Music and Dance			
Elliot Berkman		X		Jack Boss	X		
Ilya Bindeman	X			Toby Koenigsberg	X		
Hans Dreyer	X						
Jennifer Freyd			X	Clark Honors College			
Tom Greenbowe	X			Monique Balbuena		X	
Anthony Hornof	X						
Huaxin Lin	X			Other Academic Units			
Christopher Minson	X			Edward Davis	X		
N. Christopher Phillips	X						
				Librarians			
CAS – Social Sciences				Elizabeth Peterson	X		
Bill Harbaugh (Vice Pres.)	X			Lori Robare	X		
Katie Meehan	X						
Madonna Moss	X			Officers of Administration			
Eileen Otis	X			Cheryl Ernst		X	
Mike Urbancic	X			Keith Frazee (C. Bennett)			X
				Marcus Langford (A. Leeder)			X
CAS – Humanities							
Lowell Bowditch	X			Students			
Cristina Calhoon	X			Mohammed Zaidan	X		
Pedro Garcia-Caro	X			Shea Northfield	X		
Alison Groppe	X			Arian Mobasser	X		
Colin Koopman	X			Janelle Bond	X		
Mark Whalan	X			Keegan Williams-Thomas			X
Alejandro Vallega			X				
David Wacks			X	Classified Staff			

				Theodora Ko Thompson (J. Butler)			X
College of Design				Terry McQuilkin	X		
Liska Chan	X			Valerie Mickelson	X		
Laura Leete	X						
Richard Margerum	X			Career NTTF Research			
Sylvan Lionni		X		Greg Bryant	X		
College of Education				Academic Council Chair			
Beth Harn	X			Frances White	X		
Christopher Murray	X						
John Seeley	X			Ex-Officio			
				Chris Sinclair, Vice President	X		
Journalism and Comm.				Michael Schill, UO President	X		
Christopher Chavez		X		Jayanth Banavar, UO Provost			X
				Amy Schenk, ASUO President		X	
School of Law				Angela Wilhelms, St.Fac.Ex.Crd		X	
Susan Gary			X	Jessica Carlson, Parliamen.	X		
				Betina Lynn, Sen. Exec. Coord.	X		
College of Business				Kurt Willcox, Sen. Prog. Asst.	X		
Jennifer Ellis (Erik Ford)			X				
Ali Emami	X						

Guests: Hannah Kanik, Scott Pratt, Kevin Reed, Melanie Muenzer, Melina Pastos, Elizabeth Skowron, Lee Rumbarger, Avinnash Tiwari, Alison Gash, Michael Hames-Garcia, Ron Bramhall, Dyana Mason, Eleanor Wakefield, Sierra Dawson, Dennis Galvan, Julie Voelker-Morris, Juliae Riva, Corrie Parrish, Kaisa Lightfoot, Adam Eberhardt, Nina Fox, Philip Matern, Emily Simnitt, Kassia Dellabaugh, Aviva Kaye-Diamond, and Amira Borders.