



1. Call to Order
2. Approval of the April 4, 2019 Senate Minutes (Action)
3. Report of the Chair
4. Enhancing Senate Input on University Planning and Resources (Senate Document #17-18-20) (Action)
5. Proposal to Establish a University Policy on Repeating Undergraduate Courses (Senate Document #18-19-09) (Action)
6. Student Course Evaluation Improvement Project (Senate Document #16-17-24)(Action)
7. New Business
8. Adjournment



CALL TO ORDER

Senate Chair Walsh called the meeting to order at 3:18 p.m.

SPECIAL ORDER: PRESIDENTIAL BRIEFING

President Loh provided an overview of the Maryland General Assembly (MGA) legislative session. He noted that the MGA began the year with a projected fiscal deficit of \$250-350 million, which was resolved by utilizing funds set aside in a rainy day fund and by enacting budget cuts. He stated that this resulted in a \$10 million cut to the University System of Maryland's budget, including a \$4 million cut to the University's budget. He noted that the increase of the state minimum wage to \$15 per hour is an unfunded mandate from the State. President Loh provided his perspectives on the ways in which the state will need to find revenues that can be used to support initiatives that benefit society.

President Loh provided an overview of several capital projects that received funding including the construction of a new building for the Chemistry Department and a new residence community. He noted that the Quality Inn on Baltimore Avenue will be replaced by a significant new retail and housing construction project. He commented on the high number of new jobs expected to be brought to the College Park area over the next five years, including 12,000 new tech jobs. President Loh reflected on his remaining time at the University and said that his agenda is to continue with business as usual, noting that long-term projects cannot be turned on and off.

President Loh reported that the Middle States Commission on Higher Education (MSCHE) small team visit resulted in a finding that the University was not in compliance with Accreditation Standard VII: Governance, Leadership, and Administration. He noted that the MSCHE had expressed concerns about the actions of Board of Regents and their involvement in personnel decisions following the death of Jordan McNair and the two investigations into the athletics program. President Loh indicated that, based on the information they gathered during their site visit, MSCHE had serious concerns regarding the ability of the institution to function autonomously, as is required in Standard VII. He stated that after considering the small team's report, the full Commission will make its final determination when it meets in late June. The potential outcomes from the Commission's consideration of the small team findings could include rejection of the findings, the issuance of a warning, or the University being put on probation. He noted that the University had no control over the Board of Regents' actions, but stated that the MSCHE only has jurisdiction over the University, not the Board of Regents or the University System of Maryland, therefore any sanction would be levied against the University, not the Board.

President Loh stated that concerns related to the autonomy of universities or their president have been raised at several other institutions including the University of North Carolina and the University of Virginia. He stated that a variety of situations, including similar issues in athletics, provide opportunities for governing boards to assert their influence over university business in ways that undermine self-governance and autonomy.

President Loh commented on the Resolution to Designate the Senate Chair to the Cabinet, passed by the Senate on February 5, 2019. He noted that he felt it would not be appropriate for the Senate Chair to serve on the Cabinet, which is composed of appointees that serve at his pleasure, while the Senate Chair is elected by the Senate. President Loh stated that he has taken other steps to formalize his interactions with the Senate leadership, including having recently committed to monthly meetings with the Senate leadership, with additional opportunities to meet, if needed. President Loh stated that the Senate leadership agreed that this regular monthly meeting, in addition to the monthly SEC breakfast and other as-needed meetings, would be a welcome additional opportunity for interaction with the President.

Chair Walsh thanked President Loh for his briefing and opened the floor to questions.

Senator Dorland, faculty, College of Computer, Mathematical, & Natural Sciences, made an observation that President Loh referred to the death of Jordan McNair as a scandal from the fall semester. He stated that McNair died in June, and that the scandal was, in part, due to the fact that the University did not react to McNair's death until the fall semester.

President Loh responded that the University has implemented or begun implementation of all of the recommendations made by Walters Inc. and that it has appointed an implementation review committee to ensure that the University continues to respond appropriately to future issues.

APPROVAL OF THE MARCH 6, 2019 SENATE MINUTES (ACTION)

Chair Walsh asked for additions or corrections to the minutes of the March 6, 2019, meeting; hearing none, he declared the minutes approved as distributed.

REPORT OF THE CHAIR

Committee Volunteer Period

Chair Walsh noted that the online system to sign up to serve on one of the Senate's ten standing committees this upcoming academic year was now open. He added that volunteers do not need to be a Senator to be a member of one of these committees. Senate committees address topics related to students, faculty, staff affairs, as well as educational and campus affairs. Walsh also noted that the deadline to volunteer is April 30th and that those interested could go to the Senate website to submit a volunteer statement and pick their top three committee choices. He stated that the Senate's Committee on Committees will be selecting volunteers to serve on each committee and will notify selected volunteers over the summer.

Remaining Senate Meetings

Chair Walsh reminded Senators that there are two more Senate meetings this academic year. The next meeting will be held on April 24th. This will be the last business meeting of the semester for any outgoing Senators.

Chair Walsh stated that the May 7th Transition Senate Meeting will be for all continuing and incoming Senators and will be his last meeting as Senate Chair. On May 7th, Pamela Lanford will take over as Senate Chair, Senators will elect the next Chair-Elect, and vote for the elected committees of the Senate. He noted that the slates of candidates running for the various committees and their candidacy statements will be distributed on April 23rd.

Presidential Search Update

Chair Walsh shared that Chancellor Caret met with key stakeholder groups including the Senate Executive Committee and several Senate committee chairs in early March. He stated that the Chancellor expects to have the presidential search committee in place by the end of April and a campus-wide open forum before the end of the semester to give the campus community an opportunity to convey the key attributes that they would like to see in the future president.

SPECIAL ORDER OF THE DAY

William A. Cohen, Dean, Undergraduate Studies

Proposed Changes to the University Honors Living-Learning Program

Chair Walsh invited William A. Cohen, Dean for Undergraduate Studies, to provide his presentation.

Cohen reviewed the history of University Honors (UH), noting that UH is one of seven living-learning programs housed in the University's Honors College and that UH is both the oldest and largest of the honors programs, housing an average of 500 incoming students every year. He stated that reports dating back to 1988, faculty committee reports, program reviews, and student surveys have expressed concerns about the coherence of the UH curriculum; the lack of a strong feeling of community among UH students; and the lack of a strong UH identity within the Honors College. He shared that UH scored lower than other programs in the Honors College when students were asked "There is a strong collegiate environment in my LLP" and "Compared to other LLPs, I think I learn more in my program than students in other programs do."

Cohen noted that the current UH curriculum is made up of about 120-130 distinct seminars taught by tenured/tenure-track and professional track faculty. He noted that this provides flexibility and variety for students as they plan their schedules, but that it is a collection of courses rather than an organized curriculum. Students may not have an opportunity to pursue particular interests or draw a connection between individual seminars. Cohen commented that this was the primary motivation for the development of a stronger curriculum for UH, especially as compared to other living-learning programs with very strong, organized curriculums. He noted that due to the lack of an organized curriculum, some courses may be taught for several years without being reviewed, and others may only be offered for one semester.

Cohen presented the proposed 15-credit curricular structure leading to a UH citation. Students would take twelve credits worth of thematic cluster and/or theory & practice track courses. The thematic clusters would be made up of one I-series course and one honors seminar, and the theory & practice tracks would be made up of two thematically related, non-sequential seminars taught by DC-area experts. Students would have the option to take either two thematic clusters, or one thematic cluster and one set of theory & practice courses. Freshmen in UH would be required to take a one-credit gateway seminar to assist with the transition to the University and to UH. Students would also take a final two-credit vantage point seminar during their sophomore or junior year to revisit questions explored in their gateway seminars and which would help students pivot to other opportunities, including departmental honors.

Cohen provided an overview of the impact of the redesigned UH curriculum. Students would be taking courses according to a cohesive, flexible, and responsible curriculum. The University also plans to construct a new residence hall to provide higher quality housing for UH students. Faculty would appreciate a deeper engagement with honors students, and professional track faculty would

be fully integrated into the program. Professional track faculty participating in UH would be salaried, rather than employed on a contractual basis. Colleges and Schools would likely experience significant reductions in the number of seminars and faculty members they provide for the program.

Cohen noted that multiple bodies across campus reviewed this proposal, including the Honors College Strategic Vision Committee. He stated that the committee's report highlighted the need for upgrades to UH as its principal recommendation. He noted that faculty and students have had many opportunities to become involved in the planning process and to weigh in on the proposed changes to UH.

Chair Walsh opened the floor to questions or comments.

Senator Brown, undergraduate student, A. James Clark School of Engineering, asked if the gateway seminar would be similar to the current HON100 seminar.

Cohen stated that the gateway seminar would replace HON100.

Senator Brown asked if it would cover similar topics to those currently covered in HON100.

Cohen responded that it would, and that it would cover topics particularly tailored to the UH program.

Senator Brown asked how similar the vantage point seminar would be to the gateway seminar.

Cohen responded that the vantage point seminar may not cover similar topics to the gateway seminar.

Cohen introduced Susan Dwyer, Executive Director of the Honors College. Dwyer responded that the gateway and vantage point seminars would bookend the UH experience. She said that the vantage point seminar would provide an opportunity for students to reflect on their time in Honors and their experience in the gateway seminar as they pivot back into their major courses as upperclassmen.

Senator Brown noted that she appreciates the flexibility of the current UH program, and asked if students would be locked into the subject of their chosen thematic cluster.

Cohen responded that the themes are intended to be broad enough that the associated courses could be interdisciplinary. He noted that students would have options in an approach to a broad topic from different angles. He said that in redesigning the program, the hope was that the chance to take a series of related courses outside of a major would be attractive to prospective students.

Senator Brown expressed concerns about students being required to continue with a particular theme even if they have a poor experience in the first course.

Chair Walsh thanked Senator Brown for her comments.

Senator T. Cohen, faculty, College of Computer, Mathematical, & Natural Sciences, stated that he thought that the proposed changes were a bad idea and expressed his appreciation for the intellectual incoherence of the current UH curriculum, which provides students with the flexibility to follow passions outside of their majors. He stated that he is skeptical of review courses like the

proposed gateway and vantage point seminars. He advised that as much of the current program as possible be retained.

W. Cohen responded that the proposed curriculum should provide students with a stronger pathway to follow their passions outside of their majors.

Senator Huntley, undergraduate student, College of Agriculture & Natural Resources, observed that UH would need to strike a balance between providing a coherent curriculum and requiring students to persist with tracks that they may not like. He noted that as a member of one of the other honors programs, he felt stuck partway through his experience and was no longer interested in the subject of his program. He asked if the new residence halls would only be open to UH students and noted that some students in the Honors College choose their program based on where it is housed.

W. Cohen responded that all incoming freshmen in UH would be housed in the new residence hall, and that there will also be room available for other students.

Senator Huntley asked if students would be required to live in those residence halls for the entirety of their experience in UH.

W. Cohen stated that students would only be required to remain in a particular residence hall for their freshman year.

Senator Huntley advised that the Office of Undergraduate Studies consider how the new residence halls may impact the way that students pick their honors programs.

Senator Hutson, undergraduate student, College of Behavioral & Social Sciences, expressed his appreciation for the proposed changes. He noted that as an honors student, he and his classmates always felt that UH needed more organization.

Chair Walsh thanked Dean Cohen for his presentation.

REVISIONS TO THE UNIVERSITY OF MARYLAND POLICY ON SUSPENSION (SENATE DOCUMENT #17-18-07Z) (ACTION)

Jack Blanchard, Chair of the Faculty Affairs Committee, presented the Revisions to the University of Maryland Policy on Suspension (Senate Document #17-18-07z) and provided background information on the proposal.

Chair Walsh opened the floor to discussion of the proposal.

Seeing no discussion, Walsh called for a vote on the proposal. The result was 71 in favor, 5 opposed, and 5 abstentions. **The motion to approve the revised policy passed.**

PCC PROPOSAL TO RENAME THE POST-BACCALAUREATE CERTIFICATE IN “INTERMEDIATE SURVEY METHODOLOGY” TO “FUNDAMENTALS OF SURVEY METHODOLOGY” (SENATE DOCUMENT #18-19-31) (ACTION)

Betsy Beise, member of the Programs, Curricula, and Courses Committee, presented the PCC Proposal to Rename the Post-Baccalaureate Certificate in “Intermediate Survey Methodology” to “Fundamentals of Survey Methodology” (Senate Document #18-19-31) and provided background information on the proposal.

Chair Walsh opened the floor to discussion of the proposal.

Seeing no discussion, Chair Walsh called for a vote on the proposal. The result was 78 in favor, 0 opposed, and 1 abstention. **The motion to approve the proposal passed.**

RESOLUTION TO EMPHASIZE THE UNIVERSITY’S PRINCIPAL MISSIONS DURING THE SEARCH FOR A NEW PRESIDENT (SENATE DOCUMENT #18-19-30) (ACTION)

Walsh reminded Senators that the Resolution to Emphasize the University’s Principal Missions During the Search for a New President was presented during new business at the February 5 Senate meeting. He stated that the Senate voted to charge the Senate Executive Committee with drafting revised text for the resolution that reflects the principles of the three amendments proposed on the Senate floor at the February meeting. He said that two of the amendments were to add “extension” and “entrepreneurship” to the resolution, and that the SEC agreed to replace “research” with “scholarship” in order to be inclusive of those suggested amendments. He noted that the language for the resolution was included in the meeting materials.

Walsh opened the floor to discussion of the resolution.

Senator Huntley noted that the resolution does not make a statement beyond restating the mission statement of the University. He noted that he planned to vote against the resolution because he believed that the Senate should not pass resolutions unless absolutely necessary.

Senator T. Cohen noted that as the author of the original resolution, he felt that the changes proposed by the SEC were consistent with the spirit of the resolution. He commented that President Loh delivered an extensive briefing without mentioning anything emphasized in the resolution. He noted his concerns about President Loh’s ability to articulate the missions of the University, and that this should be one of the president’s most important jobs. He stated that because the president does not emphasize the missions of the University, the Senate should do so.

Senator Huntley stated that the point of the resolution is that the Senate wants President Loh to emphasize things that he does not include in his present speeches. He commented that if the Senate wants President Loh to stop saying something, that is what the resolution should be about and noted that the resolution does not actually do what the Senate is trying to accomplish.

Senator Callaghan, faculty, College of Arts & Humanities, stated that emphasizing academics and scholarship as the principal mission of the University is indeed saying something. She noted that other tangential aspects of the University may be powerful, but they are not the principal mission.

Senator Howell, faculty, College of Agriculture & Natural Resources, stated that she agrees that the resolution should reflect the mission statement of the University. She made a motion to amend the resolution to add “research” to the resolution, as noted in pink:

Whereas the selection of the next President of the University is of paramount importance to the faculty, staff, and students and a critical element to the institution and to the continued ascension of the University as a top public research institution,

Be it resolved that the Senate recommends that while **identifying candidates for selecting** the next President of the University, the Search Committee emphasize the critical importance of ~~and~~ academics, scholarship, **research, and public service within a supportive, respectful, and inclusive environment** as the University's principal missions ~~s as a land grant institution.~~

Chair Walsh noted that the SEC believed that "scholarship" was inclusive of research and other scholarly activities.

Senator Howell stated that "scholarship" alone is not adequate.

Chair Walsh called for a second to the motion to amend the resolution. The motion was seconded.

Chair Walsh opened the floor to discussion of the amendment.

Senator Brown urged the Senate to reject the amendment because it should consider the resolution as a whole rather than get distracted by editing.

Senator Abana, graduate student, A. James Clark School of Engineering, stated that if the word 'research' is included, 'development' should also be added.

Hearing no further discussion, Chair Walsh called for a vote on the motion to amend the resolution. The result was 33 in favor, 38 opposed, and 3 abstentions. **The motion to amend the resolution failed.**

Chair Walsh opened the floor to discussion of the resolution. Seeing no further discussion, he called for a vote on the resolution. The result was 56 in favor, 16 opposed, and 3 abstentions. **The motion to approve the resolution passed.**

NEW BUSINESS

There was no new business.

ADJOURNMENT

The meeting was adjourned at 4:43 p.m.



Enhancing Senate Input on University Planning & Resources

PRESENTED BY Andy Horbal, Chair

REVIEW DATES SEC – April 8, 2019 | SENATE – April 24, 2019

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [UMD Plan of Organization for Shared Governance, University Senate Bylaws](#)

NECESSARY APPROVALS Senate, President

ISSUE

In February 2018, several Past Senate Chairs submitted a proposal on the need for Senate engagement in institutional budgetary matters to the Senate Executive Committee (SEC). The proposal noted that the University of Maryland is one of the only Big 10 institutions without a Senate or Senate-equivalent body that addresses some aspect of the institution's budget. The proposal asked the Senate to consider creating a body that could develop the knowledge necessary to help it make informed recommendations on matters with financial ramifications and advise the President on institutional planning. In August 2018, the SEC charged the Elections, Representation, & Governance (ERG) Committee with reviewing the proposal and consulting with the proposers; conducting research on relevant bodies at Big 10 and other peer institutions; consulting with the Executive Secretary and Director of the Senate and a range of campus administrators; and recommending revisions to the Senate Bylaws to establish any new body, as appropriate.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that Article 7 of the Senate Bylaws should be revised to create a Special Committee on University Finance, as defined in the document immediately following this report.

The University Senate should charge the Elections, Representation, & Governance Committee with conducting a comprehensive review of the Special Committee on University Finance in fall 2021 to determine whether it should be codified as a permanent Senate body. As part of its review the ERG Committee should assess the special committee's charge, membership, and operations and recommend revisions to the Senate Bylaws, as appropriate, by March 30, 2022.

The chair of the Special Committee on University Finance should provide annual updates to the ERG Committee on the special committee's progress and overall operations in spring 2020 and spring 2021, which will allow the ERG Committee to make any necessary adjustments and will provide context for the ERG Committee's comprehensive review in 2021-2022.

COMMITTEE WORK

The ERG Committee began considering the charge in September 2018. It met with one of the proposers and distributed a survey to senate leaders at Big 10 and other peer institutions asking specific questions about committees that consider aspects of their institutional budgets. The committee reviewed responses and conducted follow-up interviews with senate leaders at three peer institutions. The committee also consulted with the Assistant President & Chief of Staff; the Assistant Vice President for Finance and Personnel for Academic Affairs; the Associate Vice President for Finance and Chief Financial Officer; and the Associate Provost for Academic Planning & Programs.

After determining that there was value in creating a body like the one called for in the proposal, the committee considered various models that align with existing Senate structures. The most significant challenge that the committee faced throughout its review was the prospect of creating a new body that could develop a deep understanding of the budget without having that understanding itself. After consulting with the Senate Office and Senate Parliamentarian, the ERG Committee determined that forming a special committee would be an ideal way to pilot a new body before it is codified. A 3-year life-cycle for the special committee would allow the body to be informed by the upcoming transition in University leadership and continue to operate while a comprehensive review to develop a formal body is conducted prior to the special committee's dissolution. This model would also allow the ERG Committee to craft specific provisions for the body that could differ from those of standing committees.

The committee developed charge elements for a new Special Committee on University Finance and identified the body's regular and ex-officio membership. It drafted a new article for the Senate Bylaws to incorporate the special committee and shared the approach with various administrative stakeholders and the proposer. The ERG Committee considered feedback it received, made additional adjustments to the proposed revisions to the Senate Bylaws, and developed several administrative recommendations. After due consideration, the ERG committee voted to approve the Senate Bylaws revisions and administrative recommendations at its meeting on March 29, 2019.

ALTERNATIVES

The Senate could choose not to establish the Special Committee on University Finance.

RISKS

There are no associated risks.

FINANCIAL IMPLICATIONS

There are no financial implications.



Enhancing Senate Input on University Planning and Resources

2018-2019 Committee Members

Andrew Horbal (Chair)
Leigh Ann DePope (Faculty)
Jonathan Herrington (Ex-Officio Director of Human Resources Rep)
Wendell Hill (Faculty)
Alexander Houck (Staff)
Christine Johnston (Faculty)
Sharon La Voy (Ex-Officio Associate VP IRPA Rep)
Lisha Lai (Graduate Student)
Elizabeth Lathrop (Faculty)

Olivia Mandell (Undergraduate Student)
Elizabeth McClure (Faculty)
Kathleen Molinaro (Staff)
MacGregor Oberfell (Graduate Student)
Bria Parker (Faculty)
Benjamin Reichard (Undergraduate Student)

Date of Submission

April 2019

BACKGROUND

In February 2018, several Past Senate Chairs submitted a proposal on the need for Senate engagement in institutional budgetary matters to the Senate Executive Committee (SEC). The proposal explained that the University of Maryland is one of the only Big 10 institutions without a Senate or Senate-equivalent body that addresses some aspect of the institution's budget. The proposers also noted that the University of Maryland Plan of Organization for Shared Governance (University Plan of Organization) explicitly identifies budgetary matters as within the purview of the Senate. The proposal asked the Senate to consider creating a body that could develop the knowledge necessary to help it make informed recommendations on matters with financial ramifications and advise the President on institutional planning. In August 2018, the SEC charged the Elections, Representation, & Governance (ERG) Committee with reviewing the proposal and consulting with the proposers; conducting research on relevant bodies at Big 10 and other peer institutions; consulting with the Executive Secretary and Director of the Senate and a range of campus administrators; and recommending revisions to the Senate Bylaws to establish any new body, as appropriate (Appendix 4).

CURRENT PRACTICE

There is currently no Senate body that directly considers budgetary matters. Many Senate standing committees have ex-officio representatives from various administrative units who can provide some level of information on the financial implications of matters being considered by the committees, though such information is rarely specific or precise. Transmittal sheets for legislation presented for the Senate's consideration characterize the financial implications of any recommendations, though in similarly general terms.

COMMITTEE WORK

The ERG Committee began considering the charge in September 2018, when it reviewed the proposal and began planning its work. The committee distributed a survey to senate leaders at Big 10 and other peer institutions (peer institutions) asking specific questions about bodies that consider aspects of their institutional budgets; responses were reviewed along with other research on peer institution practices. The committee met with one of the proposers and learned that they envision a

body that would not participate in the actual budgeting processes of the University, but would rather serve as an advisory body that explains/interprets the budget and reports to the Senate. The body would also develop deep historical context for the University budget in order to understand how it has changed over time, and would operate on a macro level, focusing on the broader principles behind long-term allocations rather than specific details.

The committee's chair and coordinators conducted follow-up interviews with senate leaders at three peer institutions that the committee felt might provide useful models: Ohio State University, Indiana University (Bloomington), and the University of Minnesota (Twin Cities). They also met with the Assistant President & Chief of Staff; the Assistant Vice President for Finance and Personnel for Academic Affairs; the Associate Vice President for Finance and Chief Financial Officer; and the Associate Provost for Academic Planning & Programs. The committee received reports on the institutional interviews and administrator meetings, and determined that a majority of members were in favor of proposing some form of new body.

The committee discussed at length the most appropriate model for any new body and considered several approaches that align with existing Senate structures, including University Councils and standing committees. University Councils are sponsored by and report to the Senate and particular members of the administration or to a dean. While councils establish a clear pathway for advising administrators, their engagement with the Senate is more limited, and they can only be created by a taskforce. Senate standing committees represent another possible approach, though the Bylaws establish general characteristics of every standing committee, not all of which would be appropriate for the body ERG was considering. Term lengths, for example, are too limited. Perhaps most importantly, the mechanism for selecting members would not allow the committee to meet over the summer when important budget-related activities take place, given slates of candidates for committees are not approved by the Senate until the first meeting of the fall semester. The most significant challenge that the committee faced throughout its review was the prospect of creating a new body that could develop a deep understanding of the budget without having that understanding itself. While the committee could consider models at other institutions, it was difficult to envision how any of those models would function and be most effective within the University's structures and budget model.

With the upcoming transition in the University's leadership, the committee recognized the critical importance of establishing a body that could engage with both the outgoing and incoming administrations. The University Plan of Organization allows for the creation of special committees "of limited scope and term of duration." After consulting with the Senate Office and Senate Parliamentarian, the ERG Committee determined that the special committee model would be an ideal way to essentially pilot the new body before it is codified. The committee agreed that a 3-year term of duration would allow the special committee to be informed by the transition in leadership and allow it to continue to operate while a comprehensive review to develop a permanent body is conducted prior to the special committee's dissolution. This model would also allow the ERG Committee to craft specific provisions for the body that could differ from those of standing committees. The committee agreed to develop those provisions for the special committee, including a charge, membership, and set of procedures that would provide the most value to the Senate, the University, and the administration.

The committee drafted potential charge elements and considered feedback from the administrative stakeholders it consulted earlier. It also began discussing the special committee's membership. A subcommittee was formed to develop potential membership models. Following a review and

feedback from the full committee, revisions to the Senate Bylaws to incorporate the new special committee were drafted and shared with various administrative stakeholders and the proposer.

The committee considered feedback from the administrative stakeholders, the Senate Office, and the Senate leadership. It also made additional changes to the proposed revisions to the Senate Bylaws, and developed several administrative recommendations that will allow the ERG Committee to recommend adjustments to the special committee's charge, membership, and operations, as necessary. The ERG Committee will also be charged with a comprehensive review of the special committee to determine whether or not to establish it as a permanent Senate body prior to its dissolution. After due consideration, the ERG committee voted to approve the Senate Bylaws revisions and administrative recommendations at its meeting on March 29, 2019.

COMMITTEE FINDINGS

Peer Institution Research

As noted in the proposal, all but two of the University's Big 10 peers have bodies that are engaged with some aspect of the institutional budget (Appendix 1). In order to gather richer information than what could be gleaned from websites, the committee sent a survey to its peer institutions; eleven of them responded, and eight expressed a willingness to speak further (Appendix 2). Interviews with three of those institutions provided additional information on how these bodies function and what their officers feel make them in/effective. The committee also reviewed the specific charge elements under which each body operates.

In its research, the committee identified a range of characteristics that vary across relevant bodies at peer institutions. Some committees, such as Indiana University's Budgetary Affairs Committee, regularly advise the Provost on funding requests from academic units. Others simply receive updates on the budget and fulfill an implicit oversight function, such as the University of Minnesota's Finance and Planning Committee, which its chair describes as "a watchdog...the dog that doesn't bark." Some are quite small, such as Northwestern University's six member Budget and Planning Committee; Rutgers University's Budget and Finance Committee, in contrast, contains thirty-eight members. Most bodies include representation for faculty, staff, and students, though most are also based in faculty Senates. Most also include ex-officio representation from various administrative units. Perhaps most importantly, the budget models used by peer institutions are not consistent. Some use a responsibility center management (RCM) model, in which funding follows credit hours and colleges are responsible for much of their own overhead. Others adopt something closer to the historical budget model used by the University of Maryland, in which units' budgets are generally based on modest adjustments to the previous year's budget. One common theme that emerged from the interviews the committee conducted, however, was the importance of establishing trust between the body and the administration and administrators with which it works. Maintaining an open and collaborative dialogue between involved parties was consistently cited as a key element of an effective body.

In light of these variations, and informed by conversations with other Senate leaders, the committee determined that there was no ideal model offered by a peer institution. However, it is clear that nearly every peer finds value in having a body dedicated to fiscal issues, despite differences in approach. Any new body established for the University of Maryland must align with the University's financial practices and existing shared governance structures.

UMD Budget

The University has two separate and distinct annual budgets: the operating budget and the capital budget. The operating budget includes both unrestricted (tuition and fees, state appropriation,

auxiliary enterprises, and government/private gifts) and restricted (federal/state/local grants and contracts) funds. However, it is important to note that tuition is also “controlled” by the University System of Maryland (USM), the governor, and the state legislature. The capital budget has 5/10 year planning cycles, including annual asking-year requests. The Capital Improvement Program (CIP), which is state funded, focuses on the construction of new academic facilities to accommodate enrollment growth and enhance instructional programs and the modernization of existing facilities to meet current code, incorporate telecommunications and information technology, and improve safety for the USM. In addition, the System Funded Construction Program (SFCP) supports institutional auxiliary projects (e.g., necessary dormitory renovations) but is contingent on the availability of resources, debt capacity, and recurring funds to cover increased operating costs and annual debt service.

The University’s total budget (FY2020) is approximately \$2.3B with \$1.8B from unrestricted revenue and \$500M from restricted revenue that can only be used for designated purposes, primarily research-related. State appropriations make up less than one-third of unrestricted revenue and include funds to support the teaching, research, and public service missions of the University. An additional one-third of the University’s revenues come from tuition/fees; the auxiliary enterprise, government/private gifts, and other sources compose the remainder of the operating budget. The majority of expenditures are focused on salaries, wages, and fringes, but also include fuel and utilities, equipment and supplies, fixed charges/debt/contracts, land/structures, facilities renewal and maintenance, and travel/communication.

The University’s annual budgeting process is iterative and starts each August for the following fiscal year’s budget. Planning involves coordination with the USM, which is responsible for submitting a budget request for the entire system to the state. In December, the governor releases a budget proposal that must be kept confidential until it is publicly announced in January. The legislature can generally change but not increase the governor’s budget. The legislative session runs ninety days, from January to April. The University President lobbies for the institution’s priorities throughout the session, and campus-level plans are adjusted based on the legislature’s deliberations. The final state budget is released in April, and establishes tuition rates and other funding provided by the state. The University has relatively little discretion over how money in the budget is spent; revenue streams are devoted to specific purposes and even enhancement funding, in years when it is available, is tied to particular projects that address key priorities and issues. The President receives advice on the budget from a range of existing officers and bodies, which are described in [Standard VI](#) of the [University of Maryland 2016 Middle States Study](#). Once the state budget process is complete, the campus begins a more detailed and rigorous working-budget process that runs from April through June. The Division of Administration and Finance administers this process through the University’s budget office, and it includes the setting of detailed operating budgets, including salaries and position budgets, across the University. Institutional priorities for the upcoming fiscal year are typically addressed during this phase of the budget cycle and are reflected in the University’s divisional and central budgets.

The Division of Academic Affairs administers approximately 70% of the funds provided by tuition and the state, which supports the faculty and staff that are responsible for carrying out the institution’s mission. The Provost’s Office does most of its budgeting work in the summer and fall. The Provost is advised by the Academic Planning Advisory Committee (APAC), which is comprised of senior faculty appointed by the Provost. The SEC puts forward a list of nominees for the Provost’s consideration. APAC was originally created by the Senate to advise the Provost on academic issues with significant resource implications, including the creation/elimination of

academic units or programs, strategic planning, major revisions of the undergraduate curriculum, resource reallocation, and the distribution of enhancement and research initiative funds.

Finally, the budget itself is not readily accessible or broadly understood. A PDF file of the University's detailed budget can be accessed through computer stations in the library, but the file format makes it challenging to extrapolate useful information. There appears to be broad confusion about the budget on the part of faculty, staff, and students. Therefore, educating the campus community on the budget itself and on the budgeting process is of critical importance.

SPECIAL COMMITTEE ON UNIVERSITY FINANCE

A new Special Committee on University Finance will provide an opportunity for a Senate body to advise the President, the Senior Vice President and Provost, and other University administrators on budgetary matters as they pertain to institutional priorities. It will also provide guidance to the Senate and can serve as a much-needed resource to help members of the campus community better understand the University's budget.

Charge

The special committee is an advisory body with three primary purposes: to serve as a resource to help educate the campus on the University's budget; to serve as a resource to help advise the Senate and its standing committees on any recommendations under consideration; and to advise the University administration on short- and long-term planning and priorities. The special committee will regularly report to the SEC, and will report at least twice a year to the full Senate. While the ERG Committee did not define these latter reports, members envision that the first will occur early in the fall semester and focus on providing Senators an overview of the University's budget and information on priorities for the upcoming year. The second could take place at the Senate's annual Transition Meeting, where the special committee could provide a similar primer on the budget and report on the final budget approved by the state. The special committee's ability to fulfill its charge will depend on establishing a robust understanding of the University's budget and associated processes, which inform the ERG Committee's decisions regarding membership and operations.

Membership

The ERG Committee discussed at length the special committee's membership, and reviewed precedents from other Senate and Senate-related bodies (Appendix 3). It generally agreed that ex-officio members with relevant expertise would be critical to the work of the body, and carefully selected those members based on feedback from the administrative stakeholders. Those members include:

- **Past Chair of the Senate:** The Past Chair will have served on the SEC for two years (as Chair Elect and as Chair), which will allow them to provide insights on both the operations of the SEC and of the full Senate. As a member of the SEC, the Past Chair's presence will also facilitate regular communication with the SEC and Senate leadership.
- **Associate Vice President for Finance and Chief Financial Officer:** The AVPF is the University's foremost authority on the budget and brings an unparalleled knowledge of the University's finances. The AVPF's insights will be critical in the special committee's early years and will inform its reports to the Senate.
- **Associate Vice President for Finance and Personnel, Academic Affairs:** The AVFPF is the chief financial officer of the Division of Academic Affairs, which is responsible for more than two-thirds of the institution's budget.

- **The President (or a representative):** Including a representative of the President broadens the special committee's perspective and establishes a channel to the President to better communicate the special committee's process and thinking on issues under consideration.
- **The Vice President for Student Affairs (or a representative):** The Division of Student Affairs includes several self-support units, and a representative would provide the special committee important insights into that budget model and its interaction with the University's overall operating budget.
- **A representative from among the current and former unit-level budget officers or former department chairs, appointed by the Provost:** Budget officers have experience with managing daily budget operations that would provide a valuable perspective to the special committee.

As is the case on many other Senate committees, ex-officio members are given both voice and vote.

The regular members of the special committee were chosen with several principles in mind. First, the body should remain within the ideal membership range identified by the Senate Office (Appendix 3). Second, the major Senate constituencies should all be represented. Finally, tenured/tenure-track faculty should comprise approximately the same percentage of the regular membership as they do in the Senate (50%). The committee considered whether some or all of the members should be Senators, but decided that membership should be open to all, given one of the body's primary purposes is to help educate the broader campus on the budget. The committee settled on term lengths that match those of Senators: three years for faculty and staff, and one year for students. Given the importance of building knowledge of the budget, the student terms can be extended up to two times if the members are interested in continuing.

Selection

The ERG Committee explored a range of possible methods for selecting regular members. Members initially preferred the same approach as is used for the Senate's standing committees, which involves a volunteer process conducted each April. Given the special committee would not be incorporated into the Senate Bylaws until after the start of the volunteer period, that option was not viable. The committee decided to allow Senators to nominate members of the campus. The SEC would then select from among the nominees by constituency (i.e. the undergraduate student SEC members would select the undergraduate special committee members, the exempt staff members the exempt staff member, etc.). This parallels a process used in other instances, as when the SEC recently provided nominations for the upcoming presidential search committee. Vacancies will be filled by a similar process using nominees from the most recent nomination period. If there are no interested nominees, a new nomination period will be held.

Operations

Given the frequency of meetings will likely vary throughout the year based on the University's budgeting cycle, the special committee may establish its own meeting schedule, with a minimum of one meeting per month during the academic year. Based on feedback from administrators, who emphasized the confidential nature of budget information during particular periods, the ERG Committee decided that meetings of the special committee should be closed, though its agendas will be public as with other Senate committees. The special committee may invite guests as necessary to inform its work. The Bylaws also include a provision dissolving the special committee

at the end of its third year of operation, which will occur whether or not the ERG Committee's comprehensive review recommends that the body be made permanent.

RECOMMENDATIONS

The Elections, Representation, & Governance (ERG) Committee recommends that Article 7 of the Senate Bylaws should be revised to create a Special Committee on University Finance, as defined in the document immediately following this report.

The University Senate should charge the Elections, Representation, & Governance Committee with conducting a comprehensive review of the Special Committee on University Finance in fall 2021 to determine whether it should be codified as a permanent Senate body. As part of its review the ERG Committee should assess the special committee's charge, membership, and operations and recommend revisions to the Senate Bylaws, as appropriate, by March 30, 2022.

The chair of the Special Committee on University Finance should provide annual updates to the ERG Committee on the special committee's progress and overall operations in spring 2020 and spring 2021, which will allow the ERG Committee to make any necessary adjustments and will provide context for the ERG Committee's comprehensive review in 2021-2022.

APPENDICES

- Appendix 1 — Research on Relevant Committees at Big 10 and Peer Institutions
- Appendix 2 — Survey of Senate Leaders at Big 10 and Peer Institutions
- Appendix 3 — Existing Senate-Related Membership Models
- Appendix 4 — Charge from the Senate Executive Committee

ARTICLE 7
SPECIAL COMMITTEE ON UNIVERSITY FINANCE

7.1 Membership and Selection:

- 7.1.a Composition:** The special committee shall consist of a presiding officer appointed by the Senate Chair from among the tenured faculty; five (5) tenured or tenure-track faculty members; one (1) professional track faculty member; one (1) exempt staff member; one (1) non-exempt staff member; two (2) undergraduate students; one (1) graduate student; the immediate Past Chair of the Senate; the Associate Vice President for Finance and Chief Financial Officer; the Associate Vice President for Finance and Personnel, Academic Affairs; and the following persons or a representative of each: the President, and the Vice President for Student Affairs. The Senior Vice President and Provost shall also appoint a representative chosen from among current and former unit-level budget officers or former department chairs. All members of the special committee shall be voting members.
- 7.1.b Selection of Members:** The regular membership of the special committee shall be selected by the elected members of the Senate Executive Committee. Following the May 7, 2019, Transition Meeting, current Senators may nominate any member of the campus community. Nominees shall provide a statement indicating their interest in and qualifications for the special committee. Members of the Senate Executive Committee may not be nominated. Elected members of the Senate Executive Committee will vote by constituencies for members of the special committee. In the event of a tie, the Senate Chair will cast the deciding vote.
- 7.1.c Membership—Vacancies:** After each Transition Meeting of the Senate, current Senators may nominate members of the campus community for any vacant seats. In the event of a vacancy during the academic year, members of the Senate Executive Committee from the respective constituency will select a replacement from the most recent list of nominees. If there are no interested nominees, a new nomination period will be opened and members of the Senate may submit nominations following the procedures in 7.1.b.
- 7.1.d Membership—Terms:** Terms shall be three (3) years for faculty and staff, and one (1) year for students. Student members who wish to continue may be renewed up to two times. Terms shall begin on July 1, 2019.

7.2 Charge: The special committee shall exercise the following functions:

- 7.2.a** Develop a deep understanding of the University's budget and budgeting processes and use that knowledge to educate the campus community on these practices.
- 7.2.b** Consult with and advise the President, the Senior Vice President and Provost, and other University administrators on short- and long-term institutional priorities, particularly as they relate to the University's mission and Strategic Plan.
- 7.2.c** Advise Senate-related bodies—including committees, councils, and task forces—on the fiscal implications of any proposed recommendations under consideration.
- 7.2.d** Report to the Senate two times each year on the budgetary and fiscal condition of the University and the administration's response to any special committee recommendations.
- 7.2.e** Regularly report on its activities and the budgetary and fiscal condition of the University to the Senate Executive Committee.

7.3 Operations:

- 7.3.a Agenda Determination:** The special committee shall have principal responsibility for identifying matters of present and potential concern to the campus community within its area of

responsibility. The presiding officer shall place such matters on the agenda of the committee. Agendas shall be made publicly available prior to each meeting.

7.3.b Meetings: The special committee shall meet as frequently as is needed to accomplish its charge, but at least monthly throughout the academic year. Additional meetings may be required over the summer months to accommodate the University's budgeting processes. Given the sensitive nature of the special committee's work, meetings will be closed to all but members and invited guests.

7.3.c Minutes: Action minutes of the special committee's proceedings shall be kept in accordance with Robert's Rules of Order for Small Committees.

7.3.d Procedure: The version of *Robert's Rules of Order* that shall govern the special committee shall be *Robert's Rules of Order for Small Committees, Newly Revised*. The special committee shall determine how technology, such as phone and video conferencing and other electronic methods of participation, can be used for its purposes. The special committee may choose to conduct votes via email, and shall agree on any other mechanisms for conducting business outside of meetings, when necessary.

7.3.e Quorum: Quorum shall be a majority of the members of the special committee.

7.3.f Guests: The special committee may invite guests to participate in its meetings if it is deemed necessary.

7.4 Dissolution:

7.4.a The special committee shall be dissolved following the adjournment of the last regular Senate meeting of the 2021-2022 academic year, at which time the provisions in this article will become inoperative.

Appendix 1: Research on Relevant Committees at Big 10 and Peer Institutions

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
University of Illinois at Urbana-Champaign http://www.senate.illinois.edu/cmte_biz.asp	Senate Budget Committee	Study general state and nation budget trends, study the campus budget, study the criteria followed in regards to allocations, and study the impact of budgetary decisions on educational policy and quality.	Faculty: 2 years Students: 1 year	5 faculty, 1 academic professional, 2 student, and the Provost or the Provost's designee (ex officio).	Reports and makes recommendations to the Senate	Advise members of the campus administration on the formulation of policies affecting the budget and on the allocation of funds requested by and appropriated to the University and the Urbana-Champaign campus.
Indiana University http://www.indiana.edu/~ufc/constitution.html#articleIV	University Faculty Council	Consider the relative allocations of the University's resources with respect to new programs and significant changes in existing programs. Consider the setting of priorities with regard to capital outlays. Consider the setting of general faculty salary policies.	Unclear- information not on website	16 faculty members- this is a committee of the Faculty Council which does not include any other constituencies	Prepares an annual report to the Bloomington Faculty Council.	Monitors the development of the annual campus budget through consultations with the dean of budgetary affairs; members participate in budget meetings of academic and some non-academic campus units; develops budget policies;
University of Iowa https://uiowa.edu/facultysenate/charge	Faculty Senate/Staff Council Budget Committee	Advise on budgetary priority setting and other budgetary matters which affect the University's General Education Fund; including salary policy and other budgetary decisions affecting faculty and staff; Advise on state appropriations requests made to the Board of Regents; as may relate to University salary and other budget priorities; Advise on the internal governance procedures of the University which have major budgetary implications and impact on faculty and staff; Advise on the translation of University planning processes and unit reviews into specific budgetary allocations; Promote programmatic and resource allocation decisions that are guided by strategic plans and that will advance the University; and Consult with the UISG (Undergraduate Student Government) president and vice president on matters within the charge of this committee.	Members shall be appointed for a term not to exceed three years. Reappointment is permitted; however, no person may serve for more than six consecutive years on the committee. (4) The Committee shall have co-chairs, each of whom may be appointed for a two-year term by the President of the University after consultation with the Faculty Senate President and Staff Council President.	7 members of the Faculty Senate 7 members of the Staff Council Provost and Vice President for Finance and University Services serve as liaisons to the committee	Joint Committee of the Faculty Senate and the Staff Council	Advisory capacity to the President; President appoints the co-chairs (1 faculty and 1 staff) after consultations with the Faculty Senate President and the Staff Council President
University of Michigan http://facultysenate.umich.edu/senate-assembly/committees/financial-affairs-advisory-committee-faa/	Financial Affairs Advisory Committee (FAAC)	As the voice of faculty, the committee shall advise and consult with the Executive Vice President and Chief Financial Officer on policy and procedure issues related to the broad range of University activities. The committee's advice shall be sought and given in a timely manner so that the advice could affect the decision-making outcome.	3 years	Up to 12 faculty members, representing a cross-section of Schools/Colleges and Regional Campuses members, with attention to race, ethnicity, gender, and rank; 1 Graduate student selected by the Central Student Government. 1 SACUA (Executive Committee) liaison.	Reports through the executive committee (SACUA) to the Senate Assembly and then to the Faculty Senate as appropriate	Consults with the Executive Vice President and Chief Financial Officer on matters of finance.
University of Minnesota- Twin Cities http://usenate.umn.edu/committees/finance-and-planning-committee-scfp	Finance and Planning Committee (SCFP)	a. To consult with and advise the president and senior University officers on planning, and in particular on financial and operational planning. b. To consult with and advise the president and senior academic and financial officers on the development of the biennial request, of supplemental budget requests, and the annual budget and to review the implementation of the annual budget. c. To consult with and advise the president and senior University officers on the development of the University's capital budget and capital plans, the biennial capital request, supplemental capital requests, and the implementation of capital projects. d. To participate in the development and review of all physical facilities planning. e. To consult with and advise the president and senior University officers on the financial and operational aspects of all major proposals and policy initiatives. f. To consult with and advise the president and senior University officers on other questions of resource allocation, including space allocation. g. To consult with and advise the president and senior University officers on the periodic review of University operations. h. To recommend to the Faculty Consultative Committee, Senate Consultative Committee, or to other Senate committees such actions or policies as it deems appropriate. i. To take up other matters as shall be referred to the committee by the Faculty Consultative Committee, the Senate Consultative committee, or other Senate Committees.	Faculty and Staff: 3 years Students: 2 years	10 faculty, 2 academic professionals, 4 students, 2 civil service members, and ex officio representation as specified by vote of the University Senate.	Makes recommendations to the Senate Consultative Committee (Executive Committee) as appropriate; dual reporting authority to the University Senate and the Faculty Senate	Consultative body to the president and senior University officers on all major issues of planning, budget, resource allocation policy, and University operations.

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
Northwestern University http://www.northwestern.edu/faculty-senate/committees/Budget%20and%20Planning.html	Budget and Planning Committee	Interact with University budget and planning processes to discern whether they are aligned with academic values and Faculty interests. Report to the Senate and to relevant University officers any concerns with respect to advancing the academic mission of the university or the quality and sustainability of the Faculty. Provide suggestions on behalf of the Senate to relevant University officers and planning committees regarding the direction and general welfare of the University and the role of the budget in meeting institutional objectives. Develop and coordinate information and expertise regarding best practices with respect to specific issues and general budgetary and planning processes in order to fulfill the Committee's and the Senate's goals and responsibilities.	Unclear- information not on website	5 faculty members and 1 chair (based on membership list on website)	Reports to Senate and relevant University officers Annual Report to the Senate	Provides suggestions on behalf of the Senate
Ohio State University https://senate.osu.edu/fiscal-committee-rules/	Fiscal Committee	(1) Review, on a continuing basis, the fiscal policies and resources of the university; (2) Advise the president on the alternatives and strategies for the long-term and short-term allocation of university resources consistent with maintaining the missions of the university; (3) Analyze resources and budgets from an overall university-wide perspective; (4) Analyze resources and budgets in detail for centrally supported vice presidential units; (5) Advise the president, in the event of an imminent financial crisis, whether a determination of financial exigency is warranted; and (6) Report annually to the faculty council and the senate on the budgetary and fiscal condition of the university.	Faculty: unclear- not stated Staff: 3 years Students: 2 years	9 tenure track faculty members, 4 students, 3 staff members, 6 administrators (2 non-voting) 1 faculty member and 1 staff member are appointed by the President	Reports annually to the faculty council and the Senate	Advisory to the President
Pennsylvania State University http://senate.psu.edu/senators/standing-committees/university-planning/	University Planning Committee	The Committee on University Planning solely and in consultation with other committees, shall report on and/or propose action on matters of University planning that affect development and alumni relations, physical plant resources, and the academic and financial policies of the University. In accordance with the Constitutional advisory and consultative roles of the Senate, specific areas of responsibilities include but are not limited to: the allocation of resources among units and functions as they relate to educational policy; academic planning, development planning, and campus and physical planning.	Faculty: 2 years Administrative and Students: 1 year	At least 12 elected faculty senators, 1 undergraduate student senator, 1 graduate student senator, Executive Vice President/Provost of the University or representative, Senior Vice President for Finance and Business/Treasurer (non-voting), Senior Vice President for Development and Alumni Relations (non-voting)	Mandated reports: a. Annual Construction Report b. Annual Space Allocation and Utilization Report c. Annual University Budget and Planning Report d. Biennial Development and Alumni Relations Report The Committee on University Planning shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.	Advisory to the Office of the President, including the Senior Vice President for Finance and Business/Treasurer, Senior Vice President for Development and Alumni Relations, and the Executive Vice President/Provost,
Purdue University http://www.purdue.edu/senate/committees/universityResources/facultyCommittees.html	Budget Interpretation, Evaluation, and Review Committee	Budget Interpretation, Evaluation and Review Committee The Committee shall be charged with continuing to collect and analyze data about Purdue's revenues and appropriations and to convey information about Purdue's budgetary policies to the Senate. Furthermore, with coordination and consultation with the University Resources Policy Committee, this Committee will work with the fiscal officers of the administration to examine and evaluate budgetary policies.	Unclear- information not on website	4 faculty members and 4 liaisons from various campus offices (similar to ex-officio representation it seems)	Reports to the University Resources Policy Committee. URPC is a committee of the Senate. The Budget committee is listed as a faculty committee. It's not clear what any of this means.	Consults with fiscal officers of the university
University of Wisconsin- Madison https://secfac.wisc.edu/governance/faculty-legislation/6-25-budget-committee/	Budget Committee	Advises and makes recommendations to the chancellor, the provost, and the vice chancellor for finance and administration on institutional budget issues, long-range financial strategies, state biennial budget proposals, and allocations to schools, colleges, and divisions. Advises the shared governance executive committees on issues of budgetary impact and the public position to be taken on budgetary issues. Meets regularly with vice chancellor for finance and administration. Serves as a resource for schools/colleges, departments, and others on matters related to the budget. Consults with and advises other committees, such as school/college academic planning councils and campus planning committees, relating to institutional-level budgetary matters. The committee may also recommend the creation of ad hoc committees on budget-related matters. Reports to the Faculty Senate, Academic Staff Assembly, University Staff Congress, ASM Student Council, and their respective executive committees upon request.	Faculty and staff: 4 years Students: 2 years	4 faculty members, 2 academic staff members, 2 university staff members, 2 students; Ex officio non-voting members: campus budget director; chancellor or designee; provost or designee; and vice chancellor for finance and administration or designee.	Reports to various shared governance bodies (see last sentence in charge)	Advises and makes recommendations to the chancellor, the provost, and the vice chancellor for finance and administration

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
Rutgers University http://senate.rutgers.edu/Committees.shtml	Budget and Finance Committee	<p>To select and study policy issues associated with the University's budget, including priorities and allocation of funds, and to develop recommendations to the Senate.</p> <p>To evaluate the probable financial impact of proposed new programs being considered by the Senate.</p> <p>To receive, study, and make recommendations to the Senate, and through it to the Board of Governors and Board of Trustees, with respect to requests from members of the University community or others with a legitimate interest regarding Rutgers University investments.</p> <p>To consider, study, and make recommendations to the Senate, and through it to the Board of Governors and Board of Trustees, with respect to any investment policies of the University that may involve ethical and moral principles as established by the Boards of Governors and Trustees.</p> <p>To consider broad issues related to physical plant and infrastructure, space, transportation, and safety on and among the three campuses.</p> <p>To present to the University Senate an annual report on the Rutgers University budget.</p>	Unclear- information not on website	17 faculty members, 4 staff members, 6 students, 6 administrators, 2 representatives from the alumni association	Presents an annual report to the University Senate	Receive, study, and make recommendations to the Senate; through the Senate, recommendations can be made to the Board of the Governors and Board of Trustees
University of California- Los Angeles https://senate.ucla.edu/committee/cpb	Council on Planning and Budget	CPB's charge is to "make recommendations based on established Senate policy to the Chancellor and Senate agencies concerning the allocation of educational resources, academic priorities, and the planning and budgetary process" as well as formulating a Senate view on "the campus budget and each major campus space-use and building project." CPB discusses with the Executive Vice Chancellor and Vice Chancellor for Finance the current strategic and budget issues. CPB maintains an active relationship with the Statewide University Council on Planning and Budget (UCPB) through its UCPB representative.	Up to 3 years	16 faculty, 2 undergraduates, 2 graduates, Vice Chancellor for Finance and Budget (ex-officio)	Reports to the Senate Liaises with the Statewide University Council on Planning and Budget	Recommendation to Chancellor and Senate agencies

Appendix 2: Survey of Senate Leaders at Big 10 and Peer Institutions

What is the functional role of the committee and how does the committee fulfill that role?

Purdue

The Committee shall be charged with continuing to collect and analyze data about Purdue's revenues and appropriations and to convey information about Purdue's budgetary policies to the Senate. Furthermore with coordination and consultation with the University Resources Policy Committee this Committee will work with the fiscal officers of the administration to examine and evaluate budgetary policies.

Wisconsin

We have a campus planning committee that advises administration on long-range development plans, building priorities, site selection, and aesthetic criteria, regarding facilities for research, instruction, recreation, parking and transportation, and other university functions. We also have a shared governance budget committee that advises administration on institutional budget issues, long-range financial strategies, state biennial budget proposals, and allocations to schools, colleges, and divisions. Both achieve their mission by meeting regularly (several times per semester) with relevant administration officials (up to and including the chancellor), issuing reports and recommendations, and generally serving as a resource both for administration and for shared governance bodies.

Illinois

The UIUC Senate Budget Committee is elected, and was designed to serve as advisor to the provost/chancellor on budget issues.

Indiana

The Budgetary Affairs Committee is the only committee of the Bloomington Faculty Council that is empowered to speak to the administration on behalf of the council without necessarily first seeking the council's advice. This, in order to quickly respond to administrative proposals. I had to add that this power is used sparingly, and not in the past 6 years. The routine business of the BAC, under IU's RCM system, involves sitting in the provost's budget meetings with her deans, vice provosts, and auxiliary fund directors, to review their budget requests, comment on any new initiatives, and focus, especially on incremental new spending. Total increments will vary from \$4-11 million a year. The provost generally accepts 85-95 percent of the committee's recommendations, and provides her rationale for differing on the other 5-15 percent.

Ohio State

The Senate Fiscal Committee at Ohio State is a large and active committee that considers all aspects of the university budget. More can be found about this committee at <https://senate.osu.edu/committees/fiscal>

UCLA

ADVISORY; INTERACTS WITH CFO AND HEAD OF ACADEMIC PLANNING AND BUDGET

Nebraska

It provide a review and comment on budget cuts

Penn State

The Committee on University Planning solely and in consultation with other committees, shall report on and/or propose action on matters of University planning that affect development and alumni relations, physical plant resources, and the academic and financial policies of the University. In accordance with the Constitutional advisory and consultative roles of the Senate, specific areas of responsibilities include but are not limited to: the allocation of resources among units and functions as they relate to educational policy; academic planning, strategic planning, development planning, and campus and physical planning including safety and security of persons, buildings, and other facilities.

The committee shall be the primary Senate body advisory to the Office of the President, including the Senior Vice President for Finance and Business/Treasurer, Senior Vice President for Development and Alumni Relations, and the Executive Vice President/Provost, for all planning functions; and shall review

those functions of the University that contribute to the planning processes. The committee shall participate in the development and review of the master plans for each of the University's campuses and be consulted regularly in regards to proposed changes to those plans. In addition, this committee shall assist in creating an understanding of the University's planning functions among all units within the University. The committee shall have access to all information necessary to perform their charge.

Minnesota

The Finance and Planning Committee serves as the consultative body to the president and senior University officers on all major issues of planning, budget, resource allocation policy, and University operations.

What is the level of engagement between the administration and the committee? Do you feel the committee's input is valued by the administration?

Purdue

We have 5 administrators on the committee as liaisons. I believe that they value the input of the faculty on the committee and Senate.

Wisconsin

High engagement. The planning committee is chaired by the provost and the budget committee includes our chief budget officer and our vice provost for finance and administration. Both committees have substantial input and it is definitely valued by the administration. This is perhaps somewhat less true of the budget committee because it has only existed for 2 years, but administration and faculty and staff are working together to make it as integral to the budget process as the planning committee is to those issues.

Illinois

At this point: low to nonexistent. In the mid-1990s, our administration began appointing its own committees rather than calling on Senate committees.

Indiana

Absolutely, yes. It is part and parcel of our system of shared governance at IU.

Ohio State

The chief financial officer of the university is a member of the committee and regularly attends meetings. The vice president of operations is also a member and attends every meeting. The four executive deans are members and take an active part in committee. The chief administrative officer in the office of academic affairs is also a member. So, there is a high level of engagement of administrators in the work of the committee. The office of business and finance puts a high level of value in the committee, and really doesn't make any major decisions without some level of input from the committee.

UCLA

MEETINGS ARE BIWEEKLY, OFTEN INVOLVE VISITS FROM SENIOR ADMINISTRATORS HANDLING BUDGET; TRADITIONALLY, THE CFO HAS BEEN RESPONSIVE AND ENGAGED. OUR SENATE OF COURSE HAS NO GOVERNANCE OVER FINANCIAL MATTERS.

Nebraska

When needed. Yes

Penn State

Of the 22 members on the committee, including the chair and vice chair (both appointed University Faculty Senators), 3 major administrators (including the University's Provost) sit on the committee, as does 1 student senator and 4 "resource" members (which are also primarily administrative in nature).

The committee's design is not only to generate feedback in an attempt to influence administration and administrative decisions; the committee is also designed to report back to the Senate on construction projects, space allocation, and budgetary matters. Therefore, the success of the committee is not considered solely as a matter of the administrative responsiveness to our input. That said, the structure at Penn State is designed to put members of the committee at the proverbial table wherein administrative decisions of some import are considered: For example, our University Planning Committee has "LIAISON WITH OTHER SENATE, ADMINISTRATIVE, SPECIAL OR JOINT COMMITTEES" including (1.) UPC Chair is a member of the Strategic Planning Implementation Oversight Committee; (2) Chair is also representative on Classroom Advisory Committee; (3.) UPC Representative on the Parking Appeal Committee (which must be a faculty member at University Park); and (4.) UPC Representative on the University Energy Conservation Policy Committee. Our feedback in those meetings is possible and available; however, assessing fully and unambiguously the influence of the committee, its chair, and its representatives is difficult to summarize in any straightforward fashion.

Suffice to say, the committee's input is not deemed more or less valuable than the input of any of the other standing committees of the University Faculty Senate at Penn State.

Minnesota

High level, with the Sr. VP for Finance & Operations, the VP for U Services, the assistant VP for Finances, the director of Finances, sitting on the committee as ex officio, no vote. The committee's input is very much valued.

What type of information/data does the committee receive from the administration in order to inform its work and how often does it receive updated information?

Purdue

salary averages per department; equity; and I'm not sure what else. The committee must request the information they desire. I don't believe that they have any automatic reports. That said, this committee was very active when originally created about 10 years ago. We kept re-electing the chair, however, and at some point he seemed to burn out and quit holding meetings. We have just found a new chair, a few new members, and hope to reinvigorate this committee.

Wisconsin

Both committees receive continual updates on whatever is relevant to them.

Illinois

We receive updates from the office of the Provost on a regular basis on budget matters.

Indiana

Almost anything it asks for. It is a "blue sky" type of relationship. Very open.

Ohio State

The committee really works hand and hand with the administration, such that the administration provides the committee and its subcommittees whatever data is needed for the committee to be informed and to provide advice.

UCLA

WE STRIVE FOR FINANCIAL TRANSPARENCY. BUT DATA ON SOME PROJECTS AND OFFICES IS OFTEN HARD TO EXTRACT. OVER THE PAST FEW YEARS, THE APB HEAD AND THE CFP HAVE BEEN MORE FORTHCOMING ABOUT OUR FINANCIAL PRESENT AND OUR FINANCIAL FUTURE.

Nebraska

A budget plan, no other information

Penn State

In order to deliver their three annually mandated reports on construction, space allocation, and budgetary matters, the committee works with administration with regularity. In addition to mandated reports, the committee has additional charges they receive each year, which, in most if not all cases, require significant discussion with administration. Having the Provost on the committee, questions can be answered directly in committee or, at minimum, can be discovered in time and then shared with the committee at a later date. Also in attendance at each of the 6 meetings per year is our Senior Vice President Finance and Business as well as our Senior Vice President Development and Alumni Relations. The "loop," as it were, between faculty senators and administration is hardwired into the structure of the committee insuring in ongoing communication line between the two groups and they both seek mutually beneficial decisions for the University as a whole and strive to live up to the common goal of shared governance.

Minnesota

It receives annual budget info, projected/anticipated issues, collegiate budget info, or whatever else the committee deems necessary. The committee meets monthly for 2 hours and the committee leadership meets regularly with the Sr. VP.

Does the committee fulfill a role that is not met by other Senate or university-level bodies?

Purdue

Yes.

Wisconsin

Yes.

Illinois

No.

Indiana

Yes. We have a well-defined division of labor here.

Ohio State

The senate fiscal committee plays a central role in the senate. It works with other committees to provide fiscal information about issues that impact the work of the other committees.

UCLA

THIS IS THE MAIN SENATE COUNCIL THAT FOCUSES ON FINANCE AND BUDGET.

Nebraska

Yes.

Penn State

At Penn State, we share the roles that must be met in order to conduct prudent business. The committee is more a complement than a gap-filler.

Minnesota

It serves as the key body to address all U wide budget issues.

Does the committee serve in an advisory role for other Senate or university-level committees? If so, does it involve formal charges or less formal consultation? Do you feel the committee's input improves the operation of those bodies and in what ways?

Purdue

Yes. They report to our University Resource Policy Committee (a Standing Committee of our Senate).

Wisconsin

Two seats on the planning committee are held by people who also serve on the academic planning council. There are also myriad informal ways that the two committees interact with other shared governance committees. Both committees report regularly to the Senate and other governance bodies.

Illinois

It does not serve for other senate committees.

Indiana

No. The campus committee is paralleled by a university-level committee that deals directly with the VP & CFO, and focuses mainly on university financial policies, such as debt management, building and capital improvements, etc. The main and regional campus BAC chairs sit on the university-level committee. I also chair that committee, in addition to the campus BAC.

Ohio State

Yes, the fiscal committee serves an advisory role for other senate committees. In fact, the chair of the fiscal committee is also a member of the research committee by rule. The consultation with other committees is not formally described in rules. The coordination of the work of different committees is accomplished by the senate steering committee and the faculty cabinet, which is comprised of the chairs of all 19 committees and councils.

UCLA

WE HAVE MANY STANDING SENATE COUNCILS AND COMMITTEES. ALL OF THEM INVOLVE PERIODIC INTERACTIONS WITH SENIOR MANAGEMENT. SEVERAL INVOLVE MAKING RECOMMENDATIONS TO THE ACADEMIC PERSONNEL OFFICE. TWO HAVE THE POWER TO APPROVE ACADEMIC COURSES--THE UNDERGRADUATE COUNCIL AND THE GRADUATE COUNCIL.

Nebraska

No.

Penn State

Indeed, as indicated previously, not only is the roster integrated between senators and administrators, the committee members that are senators also sit on committees beyond the purview of the senate (for example, in committee work that considers all that constitutes university parking). The extent to which those senators are influential is not easy to estimate, but Penn State is committed to shared governance, so, at minimum, their voices would not be censored or silenced under most any circumstance.

Minnesota

The chair of the Finance & Planning Committee sits as ex officio, voting member on the Faculty Consultative and Senate Consultative Committees.

What is the nature and extent of the training given to new members of this committee?**Purdue**

None, to my knowledge. But our Nominating Committee requests volunteers so they are self-selected and often come from business, finance, economics, etc. and are quite knowledgeable already. The Nominating Committee looks for expertise, diversity (of all types - gender, racial as well as disciplinary), and interest when making selections.

Wisconsin

Varies.

Illinois

Need to take training on Open Meetings act, required by the State.

Indiana

None. We coach them as we go. It is purely OJT!

Ohio State

There is a lot of continuity on the committee, but for those new members, there will be a one meeting orientation session at the start of the academic year.

UCLA

WE HAVE A TRANSITION MEETING THAT INFORMS THE INCOMING CHAIR OF THE RELATIONSHIP HE/SHE/THEY HAS WITH THE SENATE OFFICE.

Nebraska

None.

Penn State

New senators go through a general orientation program; however, to the best of my knowledge, no special training is provided to individuals cycling onto the University Planning Committee (which is not an anomaly -- training usually happens in vivo during senate committee business rather than through a formal process before committee business begins).

Minnesota

In the summer prior to the start of fall semester, the out going chair, staff and incoming chair meet to transition leadership; new leadership, staff, meet with ex officio and then at beginning of fall semester, the Senate Office along with the FCC Chair conducts an Committee Chairs' Orientation and then, at the first meeting of the committee, the Senate staff conducts a committee orientation.

Is the membership structure (in terms of specific membership composition and term lengths) effective for fulfilling the committee's function? Why or why not?**Purdue**

Yes, other than our continued re-election (arm twisting) of the original chair. We will stay on a 3-year term limit, with the opportunity for renewal, in the future.

Wisconsin

Yes. There are representatives of all shared governance groups (including students) on both committees - and the appropriate ex officio administration members are also integrally involved.

Illinois

yes, there are 5 faculty, one staff, one graduate and one under-graduate student.

Indiana

Yes. The members are selected by the campus council's nominating committee.

Ohio State

The senate fiscal committee revised its membership recently to add more students. It is a large committee that is well designed to fulfil its duties. There are 9 faculty, 6 students, 3 staff, and 4 deans. There are also 4 fiscal officers in non-voting positions. The terms are 3 years for faculty and staff, 2 years for students, and not termed for administrative members. The committee accomplishes a lot of work (see AY 17-18 annual report) partly because of its structure of having 4 active subcommittees.

UCLA

YES. OUR COMMITTEE ON COMMITTEES TRIES TO ENSURE GENDER EQUITY, REPRESENTATIONS OF COLLEAGUES FROM URMS, AND REPRESENTATION FROM MANY

DIFFERENT AREAS OF THE CAMPUS, WHICH HOUSES A LARGE COLLEGE, MULTIPLE PROFESSIONAL SCHOOLS, AND A LARGE CENTER FOR HEALTH SCIENCES.

Nebraska

Not sure.

Penn State

The term lengths on the committee are contingent on the senator's general term length, meaning, if a senator has recently won an election for a three-year term, their ability to serve the senate in any capacity is limited to those three years. That said, there is a limit on the number of years a faculty member can serve on the same committee, which is generally seen in a positive light. In terms of the composition of the committee, the combination of administrators, resource members, student senators, and, of course, University Faculty Senators does not appear to be out of balance at this time. The communication lines hardwired into the committee make reporting back to the Senate fairly straightforward, which creates opportunities for dialog between the administration (more generally) and the senate (also more generally) on topics of relevance to planning, space, and budget. This has been an opportunity for dialog surrounding these issues that otherwise are simply less likely to come up spontaneously during, for example, the President's remarks address the Senate on the state of the University. The answer, therefore, to the question is yes, for the moment, but we are always conducting self-assessment to think and rethink about our internal structure and access to administrative decision makers.

Minnesota

Yes, because on a three - five year cycle each committee is reviewed in terms of its charge and membership. If a committee deems it necessary to add membership, it can make a proposal to Committee on Committees and then that goes to the appropriate consultative committee and finally to the appropriate senate for action.

Is there anything else you would like to tell us?

Penn State

Reasonable expectations from a planning committee are essential, especially in the early years of a committee. Because university senates have primary jurisdiction over academics and curriculum, and to protect academic freedom, our "final" (so to say) influence on budgetary decisions can be limited even if our input is vital. It would be a mistake with regard to interpretation to see a planning committee as "not influential" because they do not obviously or forcefully shape administrative budgetary plans related to construction.



Senate-Related Membership Models

The University Senate has several different types of bodies outlined in the University's Plan of [University's Plan of Organization](#) and [Senate Bylaws](#). These include the Senate Executive Committee, the Committee on Committees, the Nominations Committee, Standing and Special Committees, and University Councils (see Article 8 of the Plan).

Senate Executive Committee (SEC)

The regular membership of the SEC is **elected by continuing and incoming Senators** at the annual Transition Meeting of the Senate. The regular membership includes 15 Senators:

- Chair of the Senate
- Chair-Elect of the Senate
- 7 faculty Senators
- 2 staff Senators (one exempt, one non-exempt)
- 2 undergraduate student Senators
- 2 graduate student Senators

In addition, it includes 4 non-voting ex-officio members:

- President or representative
- Senior Vice President and Provost or representative
- Executive Secretary & Director of the Senate
- Parliamentarian

Committee on Committees

The Committee on Committees is responsible for the identification and recruitment of individuals for service on Senate and University committees and councils. The membership of the committee is **elected by continuing and incoming Senators** at the annual Transition Meeting of the Senate. It includes 11 Senators:

- Chair-Elect of the Senate
- 6 faculty Senators
- 2 staff Senators (one exempt, one non-exempt)
- 1 undergraduate student Senator
- 1 graduate student Senator

Nominations Committee

The Nominations Committee identifies candidates for Chair-Elect, members of other elected committees of the Senate, and members of other bodies to which the Senate sends representatives. The membership of the committee is **elected by continuing and incoming Senators** at the annual Transition Meeting of the Senate. In addition to the Chair-Elect, it includes 8 outgoing Senators:

- Chair-Elect of the Senate
- 4 faculty Senators

- 2 staff Senators (one exempt, one non-exempt)
- 1 undergraduate student Senator
- 1 graduate student Senator

Standing & Special Committees

The Senate's 10 standing committees have memberships ranging from 11 (Student Conduct) to 23 (Educational Affairs, Staff Affairs, and Student Affairs). The average size is just under 20 members. During the last review of the University's Plan of Organization, the ERG Committee determined that the ideal committee size was between 18 and 21 members (see Appendix 1). Each spring, members of the campus community can volunteer to be considered for these committees. The Committee on Committees meets in the spring and early summer to develop slates of members, which are **voted on by the Senate** at its first meeting in the fall. Each standing committee has ex-officio representatives relevant to the committee's charge. In nearly all cases, ex-officio committee members are voting (the Staff Affairs, Faculty Affairs, and Student Conduct Committees have at least one non-voting ex-officio member). See Appendix 2 for membership details.

University Councils

Provisions for University Councils are established in Article 7 of the Senate Bylaws. They are jointly sponsored by and report to the Senate and particular members of the administration or to a dean. There are currently three: the University IT Council, the University Library Council, and the University Research Council. The membership of each Council includes between 9 and 13 regular members, who are **jointly appointed by the designated administrator and the Senate**. Each Council also has ex-officio representatives, who should be non-voting. The Athletic Council is established separately in the University Plan and Bylaws, and has different provisions than the other Councils. See Appendix 3 for membership details.

Appendix 1: Committee Size Memo



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UNIVERSITY SENATE

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MEMORANDUM

TO: Plan of Organization Review Committee

FROM: The Senate Office

SUBJECT: Consideration of Senate Committee Size

The Senate Office has concerns about the overall size of some of the Senate committees. The Elections, Representation, and Governance (ERG) Committee may be charged with considering Senate committee membership changes on an ad hoc basis as representation issues arise. While the ERG Committee does an excellent job of addressing specific issues, we believe that the Plan of Organization Review Committee should conduct a holistic review of all Senate committee memberships. Specifically, the total membership of large committees should be reconsidered because our experience shows that they historically have scheduling and participation issues. If you look at the overall committee sizes, there are a few committees that have between 23 and 31 members, which has proven to be difficult to manage for the following reasons:

1. Large committees are hard to schedule. It is easier to get a consistent and larger majority with a somewhat smaller committee size.
2. Committee members on large committees are more apt to not show up to meetings because they may feel like there are enough members to make up for their absence.
3. Committee members on large committees do not have as many opportunities to speak in committee meetings and as a result may feel less engaged in the committee's work.
4. Large committees have a difficult time coming to consensus on issues because there are so many voices in the discussion.

A spreadsheet of the attendance/participation in all of our committees over the last two years is included for your reference. We believe that the ideal committee size is somewhere in the range of 18-21 members. There are four committees that are larger than that with 23, 27, 29, and 31 members. We think that lowering the overall size of these committees could be beneficial. There are opportunities for the Equity, Diversity, and Inclusion (EDI) Committee, the Staff Affairs Committee, the Student Affairs Committee, and the Educational Affairs Committee to be downsized. We believe that slightly downsizing these committees will not drastically affect representation but will allow the committees to be more effective. We propose the following changes that we hope can be discussed when reviewing the committee memberships in the Bylaws:

EDI: Currently this committee has 23 members. We propose removing 2 undergrads and potentially 1 staff and 1 faculty member bringing the total to 19. The undergrads are

historically at the lower attendance rates and this change would align this committee with student representation on other committees like Campus Affairs and ERG, which have 2 graduate students and 2 undergraduates.

Staff Affairs: Currently this committee has 31 members. We already removed 2 staff seats because of the new Senate categories, switched the alternate members of CUSS to be non-voting ex-officios, and removed the University Relations Ex-Officio, so that makes the new total 25. We propose also removing 2 faculty from the committee to align with representation on Faculty Affairs, which only has 1 staff member; we also propose removing 1 student from the committee, leaving 1 student seat (students and faculty typically tend to have less interest in this committee in terms of volunteer rates). That brings the total down to 22, which is closer to our ideal window. This would allow the main constituent groups on the Faculty Affairs and Staff Affairs Committees to be better aligned.

Student Affairs: Currently this committee has 29 members. We already agreed to remove the University Relations Ex-Officio so our new total is 28. We propose that we reduce the undergrads from 10 to 8 for a total of 12 student members, which is still two more than Faculty Affairs and Staff Affairs have in their main constituency representation. We also propose reducing the faculty from 3 to 2, removing the ex-officio rep for the Provost (because they already have a Grad School rep that could help with graduate life issues, and since academic issues are not typically handled in this committee and would go to APAS, PCC, or Ed Affairs, which all have a Provost's rep already), and removing the Administration and Finance ex-officio rep because they are already represented on the Campus Affairs Committee. That brings our total to 23, which is closer to our ideal window without drastically cutting the committee size or reducing representation.

In addition, we propose that PORC consider revisions involving the General Education Committee and the Educational Affairs Committee. The General Education Committee was developed in place of the CORE Committee when the new General Education Program was developed. While the committee serves an important role by providing oversight, the committee has not had much else to do since the implementation of the program, and it cancels the large majority of its meetings. The Educational Affairs and Academic Procedures and Standards Committees are charged to consider other academic issues so there is not much for the Gen Ed Committee to do. One option is to fold the Gen Ed oversight responsibility into the Educational Affairs Committee's charge. If PORC decides to merge Ed Affairs and Gen Ed, our proposal for membership would bring that committee to 28 total members, which is much larger than we would like. Our only suggestion is to remove the Dean for Undergraduate Studies from the membership because the committee would have a different relationship with the Dean once it incorporates the Gen Ed responsibilities and he/she is already represented by three other reps (Honors/Scholars/Gen Ed). Because this merger is a relatively new concept, it is more reasonable to start with a larger committee and reevaluate the membership during the next PORC review.

2013-2014	Staff Affairs	Student Affairs	Ed Affairs	EDI	APAS	Campus Affairs	Gen Ed	FAC	PCC	ERG	Student Conduct
Committee Size (Voting Members)	31	29	25	23	21	21	21	18	18	16	10
Quorum	12	12	11	11	10	9	11	8	9	8	6
Total Members:	3 Faculty 12 Staff 0 Graduate 2 Undergrad 13 Ex-Officios	3 Faculty 2 Staff 5 Graduate 10 Undergrad 7 Ex-Officios 1 SGA Ex-Officio 1 GSG Ex-Officio	12 Faculty 2 Staff 1 Graduate 2 Undergrad 7 Ex-Officios (2 non-voting) 1 SGA Ex-Officio 1 GSG Ex-Officio	6 Faculty 6 Staff 2 Graduate 4 Undergrad 4 Ex-Officios	10 Faculty 0 Staff 2 Graduate 3 Undergrad 4 Ex-Officios	6 Faculty 2 Staff 2 Graduate 2 Undergrad 6 Ex-Officios 1 SGA Ex-Officio 1 GSG Ex-Officio	12 Faculty 0 Staff 1 Graduate 3 Undergrad 4 Ex-Officios	10 Faculty 1 Staff 2 Graduate 1 Undergrad 3 Ex-Officios	10 Faculty 0 Staff 1 Graduate 2 Undergrad 4 Ex-Officios	7 Faculty 2 Staff 2 Graduate 2 Undergrad 2 Ex-Officios	4 Faculty 0 Staff 1 Graduate 4 Undergrad 1 Ex-Officio (non-voting)
2013-2014											
Number of meetings:	7	5	8	9	0	9	2	10	8	9	8
Faculty											
Total Attendance	16	7	49	14	n/a	24	12	63	49	29	26
Total Opportunities	18	15	96	54	n/a	54	24	100	70	63	36
Percentage in Attendance	89%	47%	51%	26%		44%	50%	63%	70%	46%	72%
Staff											
Total Attendance	44	5	11	39	n/a	11	n/a	7	n/a	14	n/a
Total Opportunities	72	15	16	54	n/a	18	n/a	10	n/a	18	n/a
Percentage in Attendance	61%	33%	69%	72%		61%		70%		78%	
Graduate Students											
Total Attendance	n/a	5	4	5	n/a	5	1	17	4	8	4
Total Opportunities	n/a	20	8	28	n/a	18	2	20	8	18	8
Percentage in Attendance		25%	50%	18%		28%	50%	85%	50%	44%	50%
Undergraduate Students											
Total Attendance	2	16	6	8	n/a	5	2	4	9	11	13
Total Opportunities	14	50	16	36	n/a	18	6	10	16	18	32
Percentage in Attendance	14%	32%	38%	22%		28%	33%	40%	56%	61%	41%
Ex-Officios											
Total Attendance	39	14	41	29	n/a	28	8	19	23	11	8
Total Opportunities	78	35	56	36	n/a	54	8	30	28	18	9
Percentage in Attendance	50%	40%	73%	81%		52%	100%	63%	82%	61%	89%
SGA Ex-Officios											
Total Attendance	n/a	5	2	n/a	n/a	7	n/a	n/a	n/a	n/a	n/a
Total Opportunities	n/a	5	8	n/a	n/a	9	n/a	n/a	n/a	n/a	n/a
Percentage in Attendance		100%	25%			78%					
GSG Ex-Officios											
Total Attendance	n/a	3	6	n/a	n/a	9	n/a	n/a	n/a	n/a	n/a
Total Opportunities	n/a	5	8	n/a	n/a	9	n/a	n/a	n/a	n/a	n/a
Percentage in Attendance		60%	75%			100%					

2012-2013	Staff Affairs	Student Affairs	Ed Affairs	EDI	APAS	Campus Affairs	Gen Ed	FAC	PCC	ERG	Student Conduct
Committee Size (Voting Members)	31	29	27	23	21	21	21	18	18	16	11
Quorum	12	12	11	11	10	9	11	8	9	8	6
Total Members:	3 Faculty 12 Staff 0 Graduate 2 Undergrad 13 Ex-Officios	3 Faculty 2 Staff 5 Graduate 10 Undergrad 7 Ex-Officios 1 SGA Ex-Officio 1 GSG Ex-Officio	12 Faculty 2 Staff 1 Graduate 2 Undergrad 7 Ex-Officios (2 non-voting) 1 SGA Ex-Officio 1 GSG Ex-Officio	6 Faculty 6 Staff 2 Graduate 4 Undergrad 4 Ex-Officios	10 Faculty 0 Staff 2 Graduate 3 Undergrad 4 Ex-Officios	6 Faculty 2 Staff 2 Graduate 2 Undergrad 6 Ex-Officios 1 SGA Ex-Officio 1 GSG Ex-Officio	12 Faculty 0 Staff 1 Graduate 3 Undergrad 4 Ex-Officios	10 Faculty 1 Staff 2 Graduate 1 Undergrad 3 Ex-Officios	10 Faculty 0 Staff 1 Graduate 2 Undergrad 4 Ex-Officios	7 Faculty 2 Staff 2 Graduate 2 Undergrad 2 Ex-Officios	4 Faculty 0 Staff 1 Graduate 4 Undergrad 1 Ex-Officio (non-voting)
2012-2013											
Number of meetings:	8	6	8	8	6	10	4	10	7	11	9

Faculty											
Total Attendance	5	10	53	16	35	27	29	55	56	55	23
Total Opportunities	14	18	96	48	60	60	48	100	70	77	36
Percentage in Attendance	36%	56%	55%	33%	58%	45%	60%	55%	80%	71%	64%

Staff											
Total Attendance	51	5	14	32	n/a	15	n/a	10	n/a	15	9
Total Opportunities	96	12	16	48	n/a	20	n/a	10	n/a	22	9
Percentage in Attendance	53%	42%	88%	67%		75%		100%		68%	100%

Graduate Students											
Total Attendance	n/a	15	0	8	7	9	1	4	4	15	9
Total Opportunities	n/a	24	8	16	12	20	4	20	7	22	9
Percentage in Attendance		63%	0%	50%	58%	45%	25%	20%	57%	68%	100%

Undergraduate Students											
Total Attendance	4	31	5	6	10	11	6	2	5	4	22
Total Opportunities	16	60	16	32	18	20	12	10	14	22	36
Percentage in Attendance	25%	52%	31%	19%	56%	55%	50%	20%	36%	18%	61%

Ex-Officios											
Total Attendance	54	27	32	24	19	31	12	23	20	13	9
Total Opportunities	104	42	52	32	24	60	16	30	28	22	9
Percentage in Attendance	52%	64%	62%	75%	79%	52%	75%	77%	71%	59%	100%

SGA Ex-Officios											
Total Attendance	n/a	4	5	n/a	n/a	4	n/a	n/a	n/a	n/a	n/a
Total Opportunities	n/a	6	8	n/a	n/a	10	n/a	n/a	n/a	n/a	n/a
Percentage in Attendance		67%	63%			40%					

GSG Ex-Officios											
Total Attendance	n/a	4	4	n/a	n/a	5	n/a	n/a	n/a	n/a	n/a
Total Opportunities	n/a	6	8	n/a	n/a	10	n/a	n/a	n/a	n/a	n/a
Percentage in Attendance		67%	50%			50%					

Appendix 2: Standing Committee Memberships

	Size	Members (plus chair)	Ex-Officios
Academic Procedures & Standards	21	10 faculty 1 staff 1 grad 3 undergrads	Provost, Director of Undergraduate Admissions, Registrar, Dean for Undergraduate Studies, Dean of the Grad School (or representatives of each)
Campus Affairs	21	6 faculty 2 staff 2 grad 2 undergrad	SGA President, GSG President, Provost, VP Admin & Finance, VP Student Affairs, VP University Relations, Chief Diversity Officer, Chair of Coaches Council (or reps)
Educational Affairs	23	10 faculty (at least 2 each of T/TT, PTK) 2 staff 1 grad 2 undergrad	SGA President, GSG President, Provost, Dean for Undergraduate Studies, Dean of the Grad School, VP for IT (or reps); Associate Dean for General Education
ERG	15	6 faculty 2 staff (exempt, non-exempt) 2 grad 2 undergrad	Director of UHR, Assoc. VP for IRPA (or reps)
Equity, Diversity, & Inclusion	20	5 faculty 3 exempt 3 non-exempt 2 grad 2 undergrads	Provost, VP for Admin & Finance, VP for Student Affairs, Director of OCRSM (or reps); Chief Diversity Officer
Faculty Affairs	20	10 faculty (stipulations on rank/type) 1 staff 2 grad 1 undergrad	President, Provost, Director of UHR (or reps); elected Faculty Representative from CUSF, Faculty Ombuds Officer (NV)
Programs, Courses, & Curricula	19	10 faculty 1 staff 1 grad 2 undergrad	Provost, Dean for Undergrad Studies, Dean of Grad School, Dean of Libraries (or reps)
Staff Affairs	23	1 faculty 8 staff (stipulations by college/division) 2 CII 1 student	Provost, Director of UHR, VP for Admin & Finance, VP for Student Affairs (or reps); 3 CUSS Reps (voting); 3 CUSS alternates (NV)
Student Affairs	23	2 faculty 2 staff 4 grads (1 Senator) 8 undergrads (4 Senators)	SGA President, GSG President (or reps); 2 from Office of VP for Student Affairs, 1 from Grad School, 1 from Res Life
Student Conduct	11	4 faculty 1 staff 5 students (mix)	Director of Office of Student Conduct (or rep, NV)

Appendix 3: University Council Memberships

	Size	Members (plus chair)	Ex-Officios
University IT Council	17	10 faculty 1 grad 1 undergrad	Provost, IT Advisory Committee rep, VP for IT (all non-voting)
University Library Council	Up to 17	2 faculty (T/TT, PTK) 1 staff 1 grad 1 undergrad Chairs of Working Groups (varies)	Representatives from the Provost, Dean of Libraries, Division of IT; Senate Chair-Elect (all non-voting)
University Research Council	23	8 faculty 1 staff 3 students (min 1 of each)	Representatives of VP for Research, Dean of Grad School, Dean for Undergraduate Studies, Director of ORA, Chairs of 4 Subcommittees (voting); representatives of President, Provost (NV)
Athletic Council	26	Vice-Chair (faculty) 7 faculty (elected by Senate) 1 faculty member from Campus Affairs Committee 1 academic dean 2 staff 1 rep from M Club 1 rep from Terrapin Club 1 SGA rep 2 undergrad athletes (by sex) 1 grad student	VP for Student Affairs (voting); Director of Intercollegiate Athletics, rep of President, rep of Office of General Counsel, Director of Student Health Services, Director of Alumni Programs, a head coach (NV)



**Enhancing Senate Input on University Planning and Resources
(Senate Document #17-18-20)
ERG Committee | Chair: Andrew Horbal**

The Senate Executive Committee (SEC) and Senate Chair Walsh request that the Elections, Representation, & Governance (ERG) Committee review the attached proposal entitled *Enhancing Senate Input on University Planning and Resources*.

Specifically, the committee is asked to:

1. Consult with the proposer(s).
2. Review data included in the proposal on the role and composition of similar bodies at Big 10 and other peer institutions.
3. Work with the Senate Office to compile feedback from members of the Senate leadership of other Big 10 institutions on the effectiveness of similar bodies at their institutions.
4. Consult with the Associate Vice President for Finance & Chief Financial Officer.
5. Consult with the Associate Vice President for Finance and Personnel.
6. Consult with a representative of the Office of the Provost.
7. Consult with a representative of the Office of the President.
8. Consult with the Senate Director on how the proposal might impact the Senate's ability to make informed recommendations.
9. Consider how such a body could provide budgetary perspective to support the work of existing Senate standing committees during their consideration of policies and issues with resource implications.
10. Consider whether such a body should have specific provisions on composition, membership selection, chair appointment, administrative representation, and term limits that differ from those for other Senate standing committees in order to align with the needs of the University Senate, Senate committees, and the University administration.
11. If appropriate, recommend revisions to the Senate Bylaws. If the committee recommends revisions to create such a body, the committee should develop appropriate specifications on composition, ex-officio membership, term limits, chair appointment procedures, and charge elements and identify an appropriate name for the body.

We ask that you submit a report to the Senate Office no later than **February 8, 2019**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.



Enhancing Senate Input on University Planning and Resources

NAME	Jordan Goodman, Ralph Bennett, Marvin Breslow, Willie Brown, Kent Cartwright, Christopher Davis, Mark Leone, Gerald Miller, Arthur Popper, Martha Nell Smith, Don Webster, Drew Baden	DATE	February 12, 2018
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UNIT	CMNS, ARCH, ARHU, BSOS, ENGR, VPAF	CONSTITUENCY	Faculty, Staff, & Past Senate Chairs

DESCRIPTION OF ISSUE

The Senate is the primary shared governance body at the University and includes elected representatives of the faculty, staff, and students. The Senate’s primary role is to advise, consult with, and make recommendations to the University’s administrators. This is defined in the University of Maryland Plan of Organization for Shared Governance, which states: *Subject to the authority of the Board of Regents, the Chancellor, and the President, the Senate shall consider any matter of concern including, but not limited to, educational, **budgetary**, and personnel matters; campus-community matters; long-range plans; facilities; and faculty, staff, and student affairs.*

The Senate shall advise the President, the Chancellor, or the Board of Regents, as it deems appropriate. In addition, Article 1 of the Plan defines the Senate and its Functions. In 1.3.p., one of those functions includes: **Consult and advise on long-range plans as they relate to institutional budget, physical plant development, and other aspects of campus life including ways in which these aspects may be improved, and provide means to keep such plans under continual review.**

The Senate’s effectiveness as an advisory body hinges on its ability to make informed recommendations. In order to facilitate this, an open and transparent budgeting process is necessary. While the majority of the Senate’s work focuses on policy, the campus budget is where policy is put into action. The Senate and its committees should have a clear understanding of the fiscal issues facing the campus in order to fully identify the implications of potential recommendations under consideration.

A top priority in the University’s budgeting process should be enhancing academic excellence on campus. A well-informed Senate can provide valuable input from the various perspectives of the campus community toward this end, and can provide the advice needed to help the administration make the best possible budgetary and policy decisions.

A clear understanding of the budget can also help members of the Senate to understand the fiscal issues facing the campus, provide the campus community the means to ask relevant and informed questions, and aid in developing future campus leaders. This level of clarity would allow the Senate to serve as a valuable conduit for disseminating information and educating the campus community on the complexities of resource realities and could also help reduce false assumptions about how campus resources are being utilized.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

We propose the formation of a new Senate Budgetary Affairs Committee whose broad charge would be to review and advise on the University's budget. The proposed committee would provide transparency in the budgeting process, and ensure the administration has perspectives from the campus community as it considers priorities and implements policies.

Proposed Membership: The members of the committee should include students, faculty, staff, and ex-officio representatives of the administration. Members of the committee should be selected by the Committee on Committees primarily from a slate of nominees provided by the Senate Executive Committee, and should include but not be limited to members of the campus community with budgetary experience. Ex-officio representatives on the committee should include members of the administration that are sufficiently knowledgeable on the campus budget such as the Associate Vice President for Finance and Personnel, the Chief Financial Officer, and/or any other representative of the Provost.

Proposed Committee Charge:

- (1) Review, on a continuing basis, the fiscal policies and resources of the university;
- (2) Act as a vehicle to provide analysis and advice to the administration on strategies for the long-term and short-term allocation of university resources consistent with maintaining the missions of the university;
- (3) Report annually to the Senate on the budgetary and fiscal condition of the university and upon the request of the Senate Executive Committee; and
- (4) Act as a resource to other Senate committees on the fiscal implications of proposed legislation.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

The creation of a new standing committee of the Senate would require a change to the Senate Bylaws.

ADDITIONAL INFORMATION

Many other major research universities, including the vast majority of our Big Ten peers have developed effective models for providing budgetary advice to their administrations through comparable committees. (see attachment)

Peer Institutions- Senate Budget Committees

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
University of Illinois at Urbana-Champaign http://www.senate.illinois.edu/cmte_biz.asp	Senate Budget Committee	Study general state and nation budget trends, study the campus budget, study the criteria followed in regards to allocations, and study the impact of budgetary decisions on educational policy and quality	Faculty: 2 years Students: 1 year	5 faculty, 1 academic professional, 2 student, and the Provost or the Provost's designee (ex officio).	Reports and makes recommendations to the Senate	Advise members of the campus administration on the formulation of policies affecting the budget and on the allocation of funds requested by and appropriated to the University and the Urbana-Champaign campus.
Indiana University http://www.indiana.edu/~ufc/constitution.html#articleIV	University Faculty Council	Consider the relative allocations of the University's resources with respect to new programs and significant changes in existing programs. Consider the setting of priorities with regard to capital outlays. Consider the setting of general faculty salary policies.	Unclear- information not on website	16 faculty members- this is a committee of the Faculty Council which does not include any other constituencies	Prepares an annual report to the Bloomington Faculty Council.	Monitors the development of the annual campus budget through consultations with the dean of budgetary affairs; members participate in budget meetings of academic and some non-academic campus units; develops budget policies;
University of Iowa https://uiowa.edu/facultysenate/charge	Faculty Senate/Staff Council Budget Committee	Advise on budgetary priority setting and other budgetary matters which affect the University's General Education Fund; including salary policy and other budgetary decisions affecting faculty and staff; Advise on state appropriations requests made to the Board of Regents; as may relate to University salary and other budget priorities; Advise on the internal governance procedures of the University which have major budgetary implications and impact on faculty and staff; Advise on the translation of University planning processes and unit reviews into specific budgetary allocations; Promote programmatic and resource allocation decisions that are guided by strategic plans and that will advance the University; and Consult with the UISG (Undergraduate Student Government) president and vice president on matters within the charge of this committee.	Members shall be appointed for a term not to exceed three years. Reappointment is permitted; however, no person may serve for more than six consecutive years on the committee. (4) The Committee shall have co-chairs, each of whom may be appointed for a two-year term by the President of the University after consultation with the Faculty Senate President and Staff Council President.	7 members of the Faculty Senate 7 members of the Staff Council Provost and Vice President for Finance and University Services serve as liaisons to the committee	Joint Committee of the Faculty Senate and the Staff Council	Advisory capacity to the President; President appoints the co-chairs (1 faculty and 1 staff) after consultations with the Faculty Senate President and the Staff Council President
University of Michigan http://facultysenate.umich.edu/senate-assembly/committees/financial-affairs-advisory-committee-faa/	Financial Affairs Advisory Committee (FAAC)	As the voice of faculty, the committee shall advise and consult with the Executive Vice President and Chief Financial Officer on policy and procedure issues related to the broad range of University activities. The committee's advice shall be sought and given in a timely manner so that the advice could affect the decision-making outcome.	3 years	Up to 12 faculty members, representing a cross-section of Schools/Colleges and Regional Campuses members, with attention to race, ethnicity, gender, and rank; 1 Graduate student selected by the Central Student Government. 1 SACUA (Executive Committee) liaison.	Reports through the executive committee (SACUA) to the Senate Assembly and then to the Faculty Senate as appropriate	Consults with the Executive Vice President and Chief Financial Officer on matters of finance.
University of Minnesota- Twin Cities http://usenate.umn.edu/committees/finance-and-planning-committee-scfp	Finance and Planning Committee (SCFP)	a. To consult with and advise the president and senior University officers on planning, and in particular on financial and operational planning. b. To consult with and advise the president and senior academic and financial officers on the development of the biennial request, of supplemental budget requests, and the annual budget and to review the implementation of the annual budget. c. To consult with and advise the president and senior University officers on the development of the University's capital budget and capital plans, the biennial capital request, supplemental capital requests, and the implementation of capital projects. d. To participate in the development and review of all physical facilities planning. e. To consult with and advise the president and senior University officers on the financial and operational aspects of all major proposals and policy initiatives. f. To consult with and advise the president and senior University officers on other questions of resource allocation, including space allocation. g. To consult with and advise the president and senior University officers on the periodic review of University operations. h. To recommend to the Faculty Consultative Committee, Senate Consultative Committee, or to other Senate committees such actions or policies as it deems appropriate. i. To take up other matters as shall be referred to the committee by the Faculty Consultative Committee, the Senate Consultative committee, or other Senate Committees.	Faculty and Staff: 3 years Students: 2 years	10 faculty, 2 academic professionals, 4 students, 2 civil service members, and ex officio representation as specified by vote of the University Senate.	Makes recommendations to the Senate Consultative Committee (Executive Committee) as appropriate; dual reporting authority to the University Senate and the Faculty Senate	Consultative body to the president and senior University officers on all major issues of planning, budget, resource allocation policy, and University operations.

Peer Institutions- Senate Budget Committees

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
Northwestern University http://www.northwestern.edu/faculty-senate/committees/Budget%20and%20Planning.html	Budget and Planning Committee	Interact with University budget and planning processes to discern whether they are aligned with academic values and Faculty interests. Report to the Senate and to relevant University officers any concerns with respect to advancing the academic mission of the university or the quality and sustainability of the Faculty. Provide suggestions on behalf of the Senate to relevant University officers and planning committees regarding the direction and general welfare of the University and the role of the budget in meeting institutional objectives. Develop and coordinate information and expertise regarding best practices with respect to specific issues and general budgetary and planning processes in order to fulfill the Committee's and the Senate's goals and responsibilities.	Unclear- information not on website	5 faculty members and 1 chair (based on membership list on website)	Reports to Senate and relevant University officers Annual Report to the Senate	Provides suggestions on behalf of the Senate
Ohio State University https://senate.osu.edu/fiscal-committee-rules/	Fiscal Committee	(1) Review, on a continuing basis, the fiscal policies and resources of the university; (2) Advise the president on the alternatives and strategies for the long-term and short-term allocation of university resources consistent with maintaining the missions of the university; (3) Analyze resources and budgets from an overall university-wide perspective; (4) Analyze resources and budgets in detail for centrally supported vice presidential units; (5) Advise the president, in the event of an imminent financial crisis, whether a determination of financial exigency is warranted; and (6) Report annually to the faculty council and the senate on the budgetary and fiscal condition of the university.	Faculty: unclear- not stated Staff: 3 years Students: 2 years	9 tenure track faculty members, 4 students, 3 staff members, 6 administrators (2 non-voting) 1 faculty member and 1 staff member are appointed by the President	Reports annually to the faculty council and the Senate	Advisory to the President
Pennsylvania State University http://senate.psu.edu/senators/standing-committees/university-planning/	University Planning Committee	The Committee on University Planning solely and in consultation with other committees, shall report on and/or propose action on matters of University planning that affect development and alumni relations, physical plant resources, and the academic and financial policies of the University. In accordance with the Constitutional advisory and consultative roles of the Senate, specific areas of responsibilities include but are not limited to: the allocation of resources among units and functions as they relate to educational policy, academic planning, development planning, and campus and physical planning	Faculty: 2 years Administrative and Students: 1 year	At least 12 elected faculty senators, 1 undergraduate student senator, 1 graduate student senator, Executive Vice President/Provost of the University or representative, Senior Vice President for Finance and Business/Treasurer (non-voting), Senior Vice President for Development and Alumni Relations (non-voting)	Mandated reports: a. Annual Construction Report b. Annual Space Allocation and Utilization Report c. Annual University Budget and Planning Report d. Biennial Development and Alumni Relations Report The Committee on University Planning shall have the authority to approve its mandated informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.	Advisory to the Office of the President, including the Senior Vice President for Finance and Business/Treasurer, Senior Vice President for Development and Alumni Relations, and the Executive Vice President/Provost,
Purdue University http://www.purdue.edu/senate/committees/universityResources/facultyCommittees.html	Budget Interpretation, Evaluation, and Review Committee	Budget Interpretation, Evaluation and Review Committee The Committee shall be charged with continuing to collect and analyze data about Purdue's revenues and appropriations and to convey information about Purdue's budgetary policies to the Senate. Furthermore, with coordination and consultation with the University Resources Policy Committee, this Committee will work with the fiscal officers of the administration to examine and evaluate budgetary policies.	Unclear- information not on website	4 faculty members and 4 liaisons from various campus offices (similar to ex-officio representation it seems)	Reports to the University Resources Policy Committee. URPC is a committee of the Senate. The Budget committee is listed as a faculty committee. It's not clear what any of this means.	Consults with fiscal officers of the university

Peer Institutions- Senate Budget Committees

Institution	Committee Name	Charge/ Purview	Term Length	Membership	Reporting Structure	Advisory Role
University of Wisconsin- Madison https://secfac.wisc.edu/governance/faculty-legislation/6-25-budget-committee/	Budget Committee	<p>Advises and makes recommendations to the chancellor, the provost, and the vice chancellor for finance and administration on institutional budget issues, long-range financial strategies, state biennial budget proposals, and allocations to schools, colleges, and divisions.</p> <p>Advises the shared governance executive committees on issues of budgetary impact and the public position to be taken on budgetary issues. Meets regularly with vice chancellor for finance and administration.</p> <p>Serves as a resource for schools/colleges, departments, and others on matters related to the budget.</p> <p>Consults with and advises other committees, such as school/college academic planning councils and campus planning committees, relating to institutional-level budgetary matters. The committee may also recommend the creation of ad hoc committees on budget-related matters.</p> <p>Reports to the Faculty Senate, Academic Staff Assembly, University Staff Congress, ASM Student Council, and their respective executive committees upon request.</p>	<p>Faculty and staff: 4 years</p> <p>Students: 2 years</p>	<p>4 faculty members, 2 academic staff members, 2 university staff members, 2 students; Ex officio non-voting members: campus budget director; chancellor or designee; provost or designee; and vice chancellor for finance and administration or designee.</p>	<p>Reports to various shared governance bodies (see last sentence in charge)</p>	<p>Advises and makes recommendations to the chancellor, the provost, and the vice chancellor for finance and administration</p>
Rutgers University http://senate.rutgers.edu/Committees.shtml	Budget and Finance Committee	<p>To select and study policy issues associated with the University's budget, including priorities and allocation of funds, and to develop recommendations to the Senate.</p> <p>To evaluate the probable financial impact of proposed new programs being considered by the Senate.</p> <p>To receive, study, and make recommendations to the Senate, and through it to the Board of Governors and Board of Trustees, with respect to requests from members of the University community or others with a legitimate interest regarding Rutgers University investments.</p> <p>To consider, study, and make recommendations to the Senate, and through it to the Board of Governors and Board of Trustees, with respect to any investment policies of the University that may involve ethical and moral principles as established by the Boards of Governors and Trustees.</p> <p>To consider broad issues related to physical plant and infrastructure, space, transportation, and safety on and among the three campuses.</p> <p>To present to the University Senate an annual report on the Rutgers University budget.</p>	<p>Unclear- information not on website</p>	<p>17 faculty members, 4 staff members, 6 students, 6 administrators, 2 representatives from the alumni association</p>	<p>Presents an annual report to the University Senate</p>	<p>Receive, study, and make recommendations to the Senate; through the Senate, recommendations can be made to the Board of the Governors and Board of Trustees</p>
University of California- Los Angeles https://senate.ucla.edu/committee/cpb	Council on Planning and Budget	<p>CPB's charge is to "make recommendations based on established Senate policy to the Chancellor and Senate agencies concerning the allocation of educational resources, academic priorities, and the planning and budgetary process" as well as formulating a Senate view on "the campus budget and each major campus space-use and building project." CPB discusses with the Executive Vice Chancellor and Vice Chancellor for Finance the current strategic and budget issues. CPB maintains an active relationship with the Statewide University Council on Planning and Budget (UCPB) through its UCPB representative.</p>	<p>Up to 3 years</p>	<p>16 faculty, 2 undergraduates, 2 graduates, Vice Chancellor for Finance and Budget (ex-officio)</p>	<p>Reports to the Senate Liaises with the Statewide University Council on Planning and Budget</p>	<p>Recommendation to Chancellor and Senate agencies</p>



Proposal to Establish a University Policy on Repeating Undergraduate Courses

PRESENTED BY Thomas Cohen, Chair

REVIEW DATES SEC – April 8, 2019 | SENATE – April 24, 2019

VOTING METHOD In a single vote

RELEVANT POLICY/DOCUMENT [Undergraduate Catalog Repeat Course Guidelines](#)

NECESSARY APPROVALS Senate, President

ISSUE

In September 2018, the Office of Undergraduate Studies submitted a proposal to the Senate Executive Committee (SEC) to formalize the existing repeated course practice for undergraduate courses into official policy. Students face inconsistent requirements across colleges/schools for repeating courses under current practice. The goals of the proposed policy were clarity, consistency, the promotion of student success, and maintaining the integrity of the student transcript. The SEC voted to charge the Academic Procedures & Standards (APAS) Committee with reviewing the proposal and current provisions in the Undergraduate Catalog; reviewing similar policies and practices at Big 10 and peer institutions; consulting with various stakeholders; and recommending whether the University should establish a formal policy on repeating undergraduate courses.

RECOMMENDATION(S)

The APAS Committee recommends that the proposed University of Maryland Undergraduate Student Course Repeat Policy immediately following this report be approved.

The APAS Committee recommends that the University of Maryland Undergraduate Student Course Repeat Policy become effective the first day of classes of Fall 2020.

The Office of Undergraduate Studies and the Office of the Registrar should develop Frequently Asked Questions (FAQs) to explain the new policy and its provisions and to address common questions.

The Office of Undergraduate Studies and the Office of the Registrar should develop a comprehensive communication and messaging strategy to ensure that the campus community is aware of the new policy and changes to current practice.

The University should revise the Undergraduate Catalog, University webpages, and relevant informational resources to align with the provisions in the new policy.

The University should conduct a review of the implementation of the new policy and the appropriateness of the 18-credit repeat limit in Fall 2025 to assess efficacy and make any necessary adjustments.

COMMITTEE WORK

The APAS committee reviewed the process that went into the proposal's development and how course repeats are currently processed. It established a subcommittee, comprised of committee members and representatives from the Office of the Registrar, to revise the policy based on suggestions made by the full committee. The subcommittee discussed the content and structure of the proposed policy and worked to align it with current practice. The new policy would make several changes to current practice, including expanding the definition of "repeat course" and imposing two main limits on course repeats: students may not repeat more than 18 credits, and students may only repeat any course one time. The committee voted unanimously to approve the new University of Maryland Undergraduate Student Course Repeat Policy and several administrative recommendations at its meeting on March 29, 2019.

ALTERNATIVES

The Senate could choose not to approve the proposed policy and recommendations, leaving the existing repeated course practice in effect without the authority of official policy.

RISKS

There are no associated risks.

FINANCIAL IMPLICATIONS

There are no financial implications.



Proposal to Establish a University Policy on Repeating Undergraduate Courses

2018-2019 Committee

Thomas Cohen (Chair)
Deanna Barath (Graduate Student)
Progyan Basu (Faculty)
Lauren Brown (Undergraduate Student)
William Cohen (Ex-Officio Provost's Rep)
Linda Coleman (Faculty)
Adrian Cornelius (Ex-Officio University Registrar)
Jeffrey Franke (Ex-Officio Graduate School Rep)
Lee Friedman (Faculty)
Shannon Gundy (Ex-Officio Rep for Director of Undergraduate Admissions)
Agisilaos Iliadis (Faculty)
Lisa Kiely (Ex-Officio Undergraduate Studies Rep)

Byung-Eun Kim (Faculty)
Roberto Korzeniewicz (Faculty)
Marilee Lindemann (Faculty)
Celina McDonald (Faculty)
Benjamin Parrish (Undergraduate Student)
Julian Savelski (Exempt Staff)
Michael Sparrow (Exempt Staff)
David Straney (Faculty)
Elizabeth Warner (Faculty)

Date of Submission

March 2019

BACKGROUND

In September 2018, the Office of Undergraduate Studies submitted a proposal to the Senate Executive Committee (SEC) to formalize the existing repeated course practice for undergraduate courses into official policy. The goals of the proposed policy were clarity, consistency, the promotion of student success, and maintaining the integrity of the student transcript. The SEC reviewed the proposal at its meeting on September 21, 2018. The SEC voted to charge the Academic Procedures & Standards (APAS) Committee with reviewing the proposal and current provisions in the Undergraduate Catalog; reviewing similar policies and practices at Big 10 and peer institutions; consulting with various stakeholders, and recommending whether the University should establish a formal policy on repeating undergraduate courses (Appendix 2).

CURRENT PRACTICE

The University does not have an official policy dictating how repeated courses are treated in an undergraduate student's record, nor what, if any, limits are imposed on the repetition of courses. The current practice is described in the Undergraduate Catalog, but without the backing of official policy there have been significant variations in the application of the practice across colleges/schools. Under current practice, students may take multiple iterations of cross-listed courses without the additional courses being considered repeats. In addition, transferred credits for courses initially taken at the University are also not considered repeats under current practice, which can allow students to manipulate their GPA by repeating courses at another institution. The University also currently supports a repeat process informally known as "freshman forgiveness" that allows students to repeat courses initially taken upon their arrival at the University and to replace their original grade with the better of the two.

COMMITTEE WORK

The APAS Committee began its review in October 2019. A representative from the Office of Undergraduate Studies provided an overview of the proposal and the process that went into its development and representatives from the Office of the Registrar provided a presentation on how course repeats are currently processed. Over the course of the next several committee meetings, members reviewed the language of the proposed policy at length and made preliminary suggestions for potential revisions. The committee agreed to establish a subcommittee, comprised of committee members and representatives from the Office of the Registrar, to revise the proposed policy based on suggestions made by the full committee.

The subcommittee met six times to discuss the content and structure of the proposed policy and worked to align it with current practice. The subcommittee presented an updated policy draft to the full committee and considered feedback on several additional revisions to the policy.

The key considerations for the policy are presented below.

Limitations on Repeats

The committee discussed whether there should be limitations on repeats and whether 18 credits is an appropriate overall repeat limit. Members suggested that increasing the limit beyond 18 credits could encourage students to challenge themselves and take more difficult courses. The Office of the Registrar found that if the 18-credit limit was currently in place, very few students would be negatively affected by it. The committee agreed that the specific overall repeat limit should be reviewed in the future to assess its effects on student success and determine whether it should be adjusted.

Research shows that the sooner students are in majors in which they can be successful, the more likely it is that they will graduate in a reasonable amount of time. Placing limits on repeating courses helps students and advisors recognize when students may not be successful in a particular major. This can be more clear if students are unable to pass prerequisite courses without multiple repeats.

The proposed policy would impose two main limits on course repeats: students may not repeat more than 18 credits, and students may only repeat any course one time. The proposed policy expands the definition of repeated course to include cross-listed and transfer courses. In addition, the proposed policy would establish that the grades from all attempts at a course would be included in a student's cumulative GPA calculations, except for those that fall under the New Student Provision (see below), but also clarifies that students would only earn credit from one attempt at a course.

Definition of Repeats

The proposed policy would expand and clarify the current definition of "repeat course" to address inconsistent practices across campus. In particular, it would classify cross-listed and transfer courses as repeats if the initial attempt was taken at the University. The definition of "repeat course" would also include courses that maintain the same content but have changed course numbers, and courses that have similar content but do not have the same course number.

Expanding the definition of "repeat course" to include transfer courses would help to prevent the manipulation of GPAs. Students can currently use transfer courses to manipulate their

GPA because transfer credits are not counted towards GPA calculations at UMD. When students repeat courses off-campus, the low grade from the UMD course would be removed from a student's GPA without anything taking its place, and the student would still receive credit for the course. Processing a transfer course as a repeat credit limits students' ability to utilize this loophole.

New Student Provision

The New Student Provision codifies the current practice commonly referred to as "freshman forgiveness." The Provision would allow new incoming and transfer students to repeat courses taken during their initial term at the University and to replace the grade from the original attempt with the grade from the repeat course in the student's GPA calculation. In some cases, however, a student's GPA could benefit from the inclusion of both grades. For example, if a student receives a "B" on their initial attempt at a course during their first year, an "A" on their repeat of the course, and "C"s in many of the other courses in their college career. In such a case, the student could benefit from the inclusion of the "B" in their GPA calculation. In order to facilitate student success, the proposed policy allows students an opportunity to decline the New Student Provision, in which case both grades would be included in the calculation of their cumulative GPA.

Peer Research

Course repeat practices and policies vary widely at Big 10 and peer institutions. Half of the Big 10 institutions only allow courses to be repeated one time, and establish a limit on the total number of courses or credits a student may repeat. The large majority of institutions record all grades for repeated courses on the transcript, regardless of whether grades for all attempts are included in GPA calculations. However, practices vary widely on which attempts are included in GPA calculations. Because there are wide variations in practices across peer institutions, the committee agreed to focus on specific issues at this University.

After due consideration, the APAS Committee voted unanimously to approve the new University of Maryland Undergraduate Student Course Repeat Policy and several administrative recommendations at its meeting on March 29, 2019.

RECOMMENDATIONS

The APAS Committee recommends that the proposed University of Maryland Undergraduate Student Course Repeat Policy immediately following this report be approved.

The APAS Committee recommends that the University of Maryland Undergraduate Student Course Repeat Policy become effective the first day of classes of Fall 2020.

The Office of Undergraduate Studies and the Office of the Registrar should develop Frequently Asked Questions (FAQs) to explain the new policy and its provisions and to address common questions.

The Office of Undergraduate Studies and the Office of the Registrar should develop a comprehensive communication and messaging strategy to ensure that the campus community is aware of the new policy and changes to current practice.

The University should revise the Undergraduate Catalog, University webpages, and relevant informational resources to align with the provisions in the new policy.

The University should conduct a review of the implementation of the new policy and the appropriateness of the 18-credit repeat limit in Fall 2025 to assess efficacy and make any necessary adjustments.

APPENDICES

Appendix 1 — Peer Research

Appendix 2 — Charge from the Senate Executive Committee

Proposed New Policy from the APAS Committee

University of Maryland Undergraduate Student Course Repeat Policy

I. Purpose

Undergraduate students at the University of Maryland may repeat courses within the guidelines specified in this policy. The University acknowledges that students may not realize success in an initial attempt at a course for a variety of reasons. This policy aims to address those challenges while promoting timely progress towards completion of degree programs and the efficient use of instructional resources.

II. Policy

A. It is the policy of the University of Maryland that undergraduate students may repeat courses that were initially attempted at the University in accordance with the following guidelines:

1. A course that was previously attempted at the University can be repeated once.
2. A maximum of 18 attempted credits may be repeated.

B. Exceptions to Section II-A

1. A student may request an exception to this policy due to extenuating circumstances by appealing to the dean of the student's primary advising college and by providing the following:
 - a) A well-documented justification for granting such an exception;
 - b) The student's plan for successfully completing the course and degree; and
 - c) The student's planned course of action should the exception not facilitate the desired outcome.

III. Definitions

A. An **"Attempt"** of a course refers to a course taken at the University for which a student received a grading symbol or marking (A+ through F, XF, P, S, W, I, NG, or AU) identified in the University of Maryland Grading Symbols and Notations Used on Academic Transcripts (III-6.20[A]). An "Attempt" also refers to a course taken at another institution subsequent to an Attempt taken at the University of Maryland. An "Attempt" does not refer to a course taken during a

semester in which a complete withdrawal (designated with a WW) was processed.

- B. An **“Initial Attempt”** of a course refers to the first time the course was attempted at the University of Maryland.
- C. **“Prior Learning Credit”** refers to academic credit awarded for knowledge and achievements gained through prior learning, or competency-based education experiences as described in the University of Maryland Policy and Procedures Concerning Credit for Prior Learning (III-1.41[A]).
- D. **“Repeated Course”** refers to a subsequent Attempt of a course initially attempted at the University of Maryland that has not been designated as repeatable for additional credit, as described in Section IV below.
- E. **“Transfer Credit”** refers to academic credit awarded for post-secondary courses generally completed at regionally accredited institutions of higher education.

IV. Types of Repeated Courses

- A. A course is considered a repeat if it is:
 - 1. the same course with the same course number;
 - 2. the same course offered under a new number (indicated in the Schedule of Classes as “Formerly”);
 - 3. the same course offered using a cross-listed number (indicated in the Schedule of Classes as “Also offered as” or “Credit only granted for”);
 - 4. a different course in which content and learning objectives overlap sufficiently with those of the original course, such that course credit should not be earned for both courses (indicated in the Schedule of Classes as “Credit only granted for”); or
 - 5. a transfer course that is determined to be equivalent to a University of Maryland course, and is taken after the Initial Attempt at the University.
- B. Some courses may not be available for a subsequent Attempt, or may have restrictions in place that do not allow a student to retake them.

V. Impact of Repeated Courses on Total Credits Earned and GPA Calculation

All University of Maryland grades and course Attempts will remain on the student's transcript.

- A. Total Credits Earned: students earn credit for only one Attempt of a course. The earned credit comes from the most recent Attempt of the course.
- B. GPA Calculation: students' cumulative GPA calculations will include all credits attempted in courses at the University of Maryland, except as described in section VI below.

VI. New Student Provision

- A. To assist in the transition to the University of Maryland, cumulative GPAs for undergraduate students will be calculated using only the most recent grade from Repeated Courses attempted at the University in accordance with the following conditions:
 - 1. When the Initial Attempt of the Repeated Course was taken within the student's first semester (Fall or Spring semester) at the University of Maryland; or
 - 2. When the Initial Attempt of the Repeated Course was taken prior to or within the term in which the student reaches their 24th credit hour attempted, including transfer credits earned after high school graduation.
- B. Students may decline the New Student Provision for any course(s) by notifying the dean of their primary advising college at any time prior to the graduation application deadline of the student's term of graduation. The decision to decline the New Student Provision is final and will result in all corresponding grades being included in the GPA calculation.
- C. The New Student Provision can only be exercised for Attempts and repeats of courses taken at the University of Maryland and does not apply to Transfer or Prior Learning Credit.

Appendix 1: Peer Research

Institution	Most recent amendment/approval	Repeats Allowable Per Course	Additional Possible?	Repeat Limit	GPA Policy	Credit Policy	Exemptions	Transcript
University of Maryland - College Park	Approved 1990	1	1 more with permission of the student's dean's office; student must present plan for successfully completing the course; all attempts will count towards limit for repeatable credits	18 credits (if a student withdraws from all courses in a semester, a repeated course's credits won't be counted for that semester)	All attempts resulting in standard grading (A+ through F) will be included in GPA except in certain circumstances (see "Exemptions")	(Unknown/Not listed)	Only the higher grade of a repeated course will be calculated in the GPA if the repeated course was taken in the student's first semester at UMD *or* if the repeated course was taken during or before the semester in which the 24th credit hour was earned (including transfer credits; AP credits do not count towards this limit) *or* if the course was repeated after taking the course at another institution prior to transferring to UMD (in which case, the UMD grade-- if higher-- will be the only one included in the GPA)	All grades from all attempts at a repeated course will appear on transcript, regardless of whether the course is included in GPA
Indiana University	Amended 2011; approved 1994	1 (for courses in which student earned a letter grade lower than "A"; different units might apply this policy in different ways, so students must speak with their advisors)	No	10 credits or 3 courses (whichever is less)	Only the second attempt will be reflected in GPA, although both attempts will appear on transcript (original attempt's grade will appear with an "X" next to it)	(Unknown/Not listed)	Grades that cannot be replaced by repeat: S, P, W, I, R, NC	All grades from all attempts will appear on transcript; first attempt's grade will appear with an "X" next to it
Michigan State University	(Unknown/Not listed)	(for courses who received a grade lower than 2.0)	(Unknown/Not listed)	20 credits	Only the last attempt is included. Transfer courses are not included in GPA calculations.	Only the last attempt is included	(Unknown/Not listed)	All grades are recorded
Northwestern University	(Unknown/Not listed)	Yes (circumstances unclear)	(Unknown/Not listed)	Depends on particular course and unit	All attempts are included	Credit earned only once (following attempt with highest grade)	(Unknown/Not listed)	All grades are recorded
Ohio State University	Approved 2000; approved (amended?) 2005	1 (with permission)	No	3 courses	<ul style="list-style-type: none"> Both grades are used on record. And both are factored into the grade o Student may get C then take it again then get an A. Both the 2.0 and 4.0 will factor into overall GPA unless student applies for grade forgiveness 	Credit hours should not be counted more than once. Whether or not you have approval	Recalculation of GPA may be possible after re-enrollment following a 5+ year absence from the university (see 3335-8-26.1)	All grades recorded
Pennsylvania State University	Amended 2016	2 (for courses with D or lower or "Unsatisfactory" ; grade of C can be retaken with consultation with advisor)	1 more with dean's permission	(Unknown/Not listed)	All attempts included	All attempts included (but counts only once towards graduation requirement)	If student withdraws from session or semester, courses are given a "W" and are not counted as attempts	All grades included

Institution	Most recent amendment/approval	Repeats Allowable Per Course	Additional Possible?	Repeat Limit	GPA Policy	Credit Policy	Exemptions	Transcript
Purdue University	Approved 1977; amended 2013	2. Regulations will define if a course is repeatable for credit	No	(Unknown/Not listed)	Only the most recent grade included	(Unknown/Not listed)	School of pharmacy: only 1 repeat allowed	(Unknown/Not listed)
Rutgers University	Amended 2014	(for courses in which student received D or F)	(Unknown/Not listed)	Up to 16 credits or 4 courses (for removing lower grade from GPA)	Only the last attempt is included	Only the last attempt is included	After 16 credits or 4 courses, all attempts of courses will be calculated into GPA (unsure if all will count towards credit); repeat policy cannot be used for "F" received due to punitive reasons, such as academic dishonesty; repeat policy cannot be used for retroactive inclusion in Dean's List or revocation of unsatisfactory scholastic standing status	All grades included (excluded attempt marked with prefix "E"; included attempt marked with prefix "R")
University of Illinois at Urbana-Champaign	Amended 2010	1 (for grade replacement). - Some courses limit the number of hours you can repeat a course - Someone could theoretically apply to a course 20 times if they wanted to	With permission (but not for grade replacement)	Unlimited number of attempts but everything is included in GPA.	Higher attempt included in the GPA for a one time deal. Grades can be replaced for up to 10 credit hours. Have to earn C- or lower to use grade replacement. Both attempts included on transcript. 2nd attempt automatically counted toward grade replacement. • 3 separate GPAs on transcript- institutional GPA, transfer GPA, and overall GPA (transfer credits impact overall GPA, but they cannot use grade replacement on the transfer credits) o If there was an academic violation at the other university, there's no way to know that	Credit is only counted once	(Unknown/Not listed)	All grades recorded
University of Iowa	Approved 1969	1	No	Students may retake as many courses as they want, but can only replace the first grade 3 times. All other repeats will show up on GPA as an average of both grades.	Second attempt included	Credit only received for one instance of taking a course	Different programs may have different policies, especially professional programs (which may calculate GPA with all attempts at courses)	All grades recorded
University of Michigan	Amended 2005	2	No	(Unknown/Not listed)	Most recent attempt only included	Most recent attempt only included	Different programs have different limits on repeats	All grades recorded
University of Minnesota	Amended 2013	1	1 more with permission	No limit to the amount of courses they can repeat, but students who repeat many courses will be put on probation and eventually suspension.	Most recent attempt only included	Credit is only counted once	(Unknown/Not listed)	All grades recorded
University of Nebraska - Lincoln	(Unknown; "Effective 2016 and earlier", per source document)	1	With permission	(Unknown/Not listed)	Higher attempt will be included and lower attempt excluded (lower than C)	Credit is only counted once	(Unknown/Not listed)	All grades are recorded
University of Wisconsin - Madison	(Unknown; "in effect since 1980", per source document)	(for courses in which a student earned an "F")	(Unknown/Not listed)	(Unknown/Not listed)	All attempts are included	Credit is only counted once	No universal academic forgiveness policy but Dean can possibly evaluate student records (very rare)	All grades are recorded



Proposal to Establish a University Policy on Repeating Undergraduate Courses (Senate Document #18-19-09)

APAS Committee | Chair: Thomas Cohen

The Senate Executive Committee (SEC) and Senate Chair Walsh request that the Academic Procedures & Standards (APAS) Committee review the Proposal to Establish a University Policy on Repeating Undergraduate Courses.

Specifically, it asks that you:

1. Review the University's existing [Repeat Course Guidelines](#) in the Undergraduate Catalog.
2. Consult with the proposer.
3. Consult with a representative of the Office of the Registrar.
4. Consult with a representative of the Office of Undergraduate Studies for their perspectives on the impact of the proposed policy on student success.
5. Consult with the Undergraduate Ombudsperson to understand how students are affected because the repeat course guidelines are not formal policy.
6. Consult with the Undergraduate Programs Advisory Committee (UPAC).
7. Consult with the Senate Student Affairs Committee.
8. Review similar policies on repeating undergraduate courses at Big 10 and other peer institutions.
9. Consult with a representative of the Office of General Counsel on any proposed changes to University policy or associated guidelines.
10. If appropriate, recommend whether the University should establish a formal policy on repeating undergraduate courses and submit recommendations for Senate consideration.

We ask that you submit a report to the Senate Office no later than **March 1, 2019**. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

**Proposal to Establish a University Policy on Repeating Undergraduate Courses****NAME/TITLE** Doug Roberts**EMAIL** roberts@umd.edu**PHONE** X5-9357**UNIT** Office of Undergraduate Studies**CONSTITUENCY** Faculty**DESCRIPTION OF ISSUE**

The campus does not currently have an official policy dictating how repeated courses are treated in an undergraduate student's record, nor what if any limits are imposed on the repetition of courses. The effective practice is described in the Undergraduate Catalog, but without the backing of official policy students have little solid ground on which to stand when trying to rectify problems caused by the potentially varied interpretation and implementation of this practice around campus. Furthermore, the current practice handles different conditions of repeating courses in sometimes inconsistent manners. Greater consistency and clarity to the handling of repeated courses would be a benefit to students, faculty, advisors and administrators alike.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

First and foremost, we would like to see the repeated course practice elevated to official policy. A workgroup consisting of Assistant/Associate Deans and representative from the Registrar's Office convened and generated a draft (attached) of a proposed repeat policy for undergraduate students. This draft was informed by interviews with advising offices from each College or School on campus, a survey of similar policies from peer institutions, and nearly a year of discussion around the guiding principles that such a policy should abide. The goals were clarity, consistency, the promotion of student success, and maintaining the integrity of the student transcript.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

The proposed Undergraduate Course Repeat Policy is, for the most part, a formalization of existing practices in the form of official University policy. There are, however, a few places where the proposed policy differs from existing practice. To the extent that these changes would have to be implemented in our Student Information System, the input of the Registrar's Office would be required to estimate the timeline and cost of such changes. But most of the current implementation involves manual processes. Therefore, most of the implementation would require training and communication.

ADDITIONAL INFORMATION

A draft of the proposed Undergraduate Course Repeat Policy is included as an attachment.

Course Repeat Policy - Undergraduate Students

Introduction

Undergraduate students at the University of Maryland are allowed to repeat courses within the guidelines specified in this policy. The policy aims to strike a balance among several concerns: promoting timely progress toward and the successful completion of degree programs; efficient utilization of instructional resources; an understanding that students, for a variety of reasons, may not realize success in an initial attempt at a course; and a recognition that the adjustment to the University of Maryland campus is not always easy.

Definitions

- For the purposes of this policy a **Repeated Course** will be defined as an attempt beyond the initial attempt of a University of Maryland course that has not been designated as repeatable for additional content. The subsequent attempt at the course may be either:
 - The same course with the same course number
 - The same course offered under a new number
 - Indicated in the Schedule of Classes as “Previously offered as...”
 - The same course offered using a cross-listed number
 - Indicated in the Schedule of Classes as “Also offered as...”
 - A different course whose content and learning objectives overlap sufficiently with the content and learning objectives of the original course such that course credit should not be earned for both courses
 - Indicated in the Schedule of Classes as “Credit may only be granted for one of...”
 - A transfer course that has been evaluated as being equivalent to the University of Maryland course

It should be noted that some courses may not be repeatable. For example, a course may not be offered again, or a course may have restrictions in place that would not permit a student to repeat it.

In this definition of Repeated Course initial attempt only refers to courses that are taken as resident credit at the University of Maryland. If a student receives transfer or prior learning credit for a course and subsequently takes the course at the University of Maryland, the first attempt at Maryland would not be considered a repeat.

- An **Attempt** at a course refers to a course for which a student received a grade of A+ through F, XF, P, S, W, I, NG, or AU (a notation of WW does not count as an attempt).

- **Prior Learning Credit** refers to academic credit awarded for knowledge and achievements gained through prior learning/competency-based education experiences. Details regarding acceptable forms of prior learning credit are given in Maryland Policy III-1.41(A).
- **Transfer Credit** generally refers to academic credit awarded for college-level courses completed through regionally accredited institutions of higher education, provided that the transfer course is similar in level, scope, content and expected learning outcomes to courses offered at the University of Maryland and a grade of C- or higher is earned (grades of D- or higher for courses completed at Maryland public institutions). Details regarding acceptable forms of transfer credit are given in the Undergraduate Catalog.

Limits on Repeats

The following limits apply to repeating courses:

1. Students are allowed ONE repeat of a previously attempted course.
2. Students are allowed up to 18 attempted repeat credits.

Exceptions to Repeat Limits

Under very unusual circumstances, a student may obtain an exception to these limitations by appealing to the dean of the student's primary advising college. The justification for granting such exceptions must be well documented and include, at a minimum, the student's plan for successfully completing the course and degree, and a contingency plan (such as changing majors) should the exception not facilitate the desired outcome.

Effect of Repeated Courses on Total Credits Earned

Students will not receive duplicative credit for repeated courses. When the repeated attempt of a course is at a lower credit level than the original attempt, the student will lose credit upon a completed repeat attempt. This loss of credit also applies to cases where Prior Learning Credit or Transfer Credit has been awarded, followed by an attempt at a University of Maryland course whose content is deemed equivalent and whose credit level is lower. In all cases, the earned credit will come from the most recent attempt of a course.

Effect of Repeated Courses on GPA

With the exception of the New Student Forgiveness policy described below, all grades earned in courses at the University of Maryland will enter into the student's official Maryland cumulative GPA calculation. While repeated courses will not earn academic credit multiple times, all grades will be used in the GPA calculation.

New Student Forgiveness

To help freshmen and transfer students adjust to the University of Maryland, the following two exceptions allow for the student's cumulative GPA to be calculated using only the most recent grade from repeated courses taken at the University of Maryland:

1. when the repeated course was taken within the student's first regular (Fall or Spring) semester at Maryland (this normally applies to students who begin at the University as a transfer student), or
2. when the repeated course was taken either prior to or within the semester during which the student reached 24 credit hours attempted (including transfer credit) (this normally applies to students who begin at the University as freshmen) .

The grade or grades from any attempt at a course at Maryland that falls within either of these two conditions shall be replaced in the cumulative GPA calculation by the most recent earned grade provided that all attempts were taken with the same grading method. All grades will, however, remain on the student's transcript and all attempts at the course will enter into the student's total repeated credits and course attempts calculations. **Note:** grades from Prior Learning Credit or Transfer Credit are never calculated into the Maryland cumulative GPA. Also, New Student Forgiveness only applies to courses taken at the University of Maryland. Neither transfer nor prior learning credit can be used to satisfy the conditions above.

Students may appeal to the dean of the student's primary advising college if they want to forgo the New Student Forgiveness being applied and keep all grades in their GPA calculation. This practice can only be exercised for attempts at courses taken at the University of Maryland and does not apply to transfer or prior learning credit.



Student Course Evaluation Improvement Project

PRESENTED BY Thomas Cohen, Chair

REVIEW DATES SEC – April 8, 2019 | SENATE – April 24, 2019

VOTING METHOD In a single vote

**RELEVANT
POLICY/DOCUMENT** N/A

**NECESSARY
APPROVALS** Senate, President

ISSUE

In January 2017, the Associate Provost of Learning Initiatives and Executive Director of the Teaching & Learning Transformation Center (TLTC) submitted a proposal to the Senate Executive Committee (SEC) recommending improvements to the CourseEvalUM system. The proposal noted that the University's method of evaluating courses had not changed significantly since an electronic system was first introduced in 2008 and called for a comprehensive review of the existing approach to evaluating courses and instructors. In February 2017, the SEC voted to charge the Academic Procedures & Standards (APAS) Committee with reviewing past Senate action on course evaluations, reviewing scholarship on course assessments and practices at Big 10 and peer institutions, consulting with a range of stakeholders across campus, and recommending whether changes should be made to the current system.

RECOMMENDATIONS

The APAS Committee makes a series of recommendations regarding changes to the University's CourseEvalUM system as shown in the attached report.

COMMITTEE WORK

In spring 2017, the APAS Committee met with the proposers to discuss their concerns with course evaluations and researched past Senate action on course evaluations. It also met with representatives of the Office of Institutional Research, Planning, and Assessment (IRPA), which oversees implementation of course evaluations, and the Course Evaluation Advisory Group, which advises IRPA on the development of the system and its uses on campus. A subcommittee with members from the APAS Committee and members from the Course Evaluation Advisory Group was formed to consider the charge in-depth and make recommendations to the APAS Committee. The subcommittee met approximately twenty times between July 2017 and January 2019, and consulted with a range of subject-matter experts and stakeholders.

The subcommittee developed recommendations based on its review and submitted its report to the full APAS Committee in February 2019. APAS shared its preliminary directions with the stakeholders the subcommittee previously consulted, as well as with the Senate at its March 2019

meeting. It also consulted with the Office of General Counsel. The committee developed a final set of recommendations based on the feedback it gathered. After due consideration, the APAS Committee voted to approve its recommendations on the course evaluation system at its meeting on March 29, 2019.

ALTERNATIVES

The University could continue using the current CourseEvalUM system.

RISKS

There are no known risks.

FINANCIAL IMPLICATIONS

There may be some cost associated with implementation of the recommendations. Specifically, there could be costs associated with incorporating survey results into tools used by students when registering for classes depending on how the recommendation is implemented.



Student Course Evaluation Improvement Project

2018-2019 Committee

Thomas Cohen (Chair)
Deanna Barath (Graduate Student)
Progyan Basu (Faculty)
Lauren Brown (Undergraduate Student)
William Cohen (Ex-Officio Provost's Rep)
Linda Coleman (Faculty)
Adrian Cornelius (Ex-Officio University Registrar)
Jeffrey Franke (Ex-Officio Graduate School Rep)
Lee Friedman (Faculty)
Shannon Gundy (Ex-Officio Rep for Director of Undergraduate Admissions)
Agisilaos Iliadis (Faculty)
Lisa Kiely (Ex-Officio Undergraduate Studies Rep)

Byung-Eun Kim (Faculty)
Roberto Korzeniewicz (Faculty)
Marilee Lindemann (Faculty)
Celina McDonald (Faculty)
Benjamin Parrish (Undergraduate Student)
Julian Savelski (Exempt Staff)
Michael Sparrow (Exempt Staff)
David Straney (Faculty)
Elizabeth Warner (Faculty)

Date of Submission

April 2019

BACKGROUND

In January 2017, the Associate Provost of Learning Initiatives and Executive Director of the Teaching & Learning Transformation Center (TLTC) submitted a proposal to the Senate Executive Committee (SEC) recommending improvements to the CourseEvalUM system. The proposal noted that the University's method of evaluating courses had not changed significantly since an electronic system was first introduced in 2008, and pointed out several areas where the current CourseEvalUM system could be improved. It called for a comprehensive review of the existing approach to evaluating courses and instructors, one that would be informed by recent scholarly literature and intended to revise the course evaluation items used. In February 2017, the SEC voted to charge the Academic Procedures & Standards (APAS) Committee with reviewing past Senate action on course evaluations, reviewing scholarship on course assessments and practices at Big 10 and peer institutions, consulting with a range of stakeholders across campus, and recommending whether changes should be made to the current system (Appendix 9).

CURRENT PRACTICE

In 2002, the Senate considered a proposal relating to teaching evaluations, which led to the formation of a Joint Provost/Senate Task Force on Course Evaluations and Teaching in spring 2003. The task force presented a preliminary report and recommendations in February 2004; the Senate subsequently passed a resolution recommending that "there be a University-wide requirement for student evaluations in all undergraduate and graduate courses." The task force submitted its final report in April 2005, identifying four purposes for a new course evaluation system:

- **Formative Evaluation:** To provide diagnostic feedback to faculty for the improvement of teaching.
- **Summative Evaluation:** To provide one measure of teaching effectiveness for use in the Appointment, Promotion, and Tenure (APT) and post-tenure review processes and in annual productivity reviews.

- Informative Evaluation: To provide information to students for their use in the selection of courses and instructors.
- Outcome Evaluation: For the purposes of documenting student learning.

The task force also recommended steps to enhance the institution's ability to assess and improve curriculum and instruction. The Senate voted to approve the Recommendations for the Implementation of Web-based Student Course Evaluations (Senate Document #02-03-39) in December 2005. The Provost subsequently appointed an implementation committee, which presented items for a new University-wide course evaluation system to the Senate as an informational item in April 2006. A complete overview of past Senate action on course evaluations can be found in Appendix 1. Today, practices and priorities associated with the CourseEvalUM system are informed by the Course Evaluation Advisory Group, a body composed of representatives from each College/School and various administrative units.

There are currently sixteen CourseEvalUM survey items about instruction that are asked of students in all courses, and four that are asked about teaching assistants (Appendix 2). Fifteen of the items about instruction are forced-choice items, and one is open-ended; three of the teaching assistant items are forced-choice, and one is open-ended. Items focus on either the course or the instructor. In cases where there are multiple instructors, the instructor-specific items are asked for each individual. In addition, Colleges/Schools and departments have the ability to add additional items to the evaluations; those that do so are included in Appendix 3. In some cases, the number of these additional items is significant and more than doubles the length of the instrument. Additional items are most often used to gather insights on courses and instructors and align with the original purposes behind course evaluations; in some instances, however, they are used to gather data for accreditation purposes, and may have little or nothing to do with the course being evaluated.

Results from different items on the evaluations are available to different groups. Responses to eight of the items (Administrator Items) are only visible to instructors and authorized campus administrators, and are intended for use in evaluating and improving instructor performance. The Administrator Items also include a single open-ended item. Given that responses to the Administrator Items can inform personnel decisions, they are kept confidential and only made available to the instructor and relevant administrators. In order to ensure that students benefit from the system, eight additional items are included (Student Items) that are only visible to students and instructors. This separation is known as the "firewall." Results from these items are primarily intended to help students select courses. There is some overlap in the themes addressed by the Administrator and Student Items.

Course evaluations are administered near the end of each term, and conclude before the start of the final exam period. For standard, fifteen-week courses, the system opens two weeks before the last day of classes. Results are not available until after final grades have been submitted. Reports to instructors and administrators include the score distribution, average, and standard deviation for each item. Additionally, comparative averages by College/School, department, and course level are reported. An "overall score" summarizes the average of all five Likert-scale Administrator Items.

Presently, results dating back to 2007 are available to currently registered students. In 2014, however, the University adopted a new vended platform to conduct evaluations. The ability for students to view results gathered after 2014 was not implemented until fall 2018, meaning students have only recently been able to access results from courses offered in the last several years. The current platform cannot show student grade distributions, which were previously available. Results

for courses with five or fewer students are not made available to students, and students can only view results for a particular course/section if the response rate exceeds 70%. Over the past three years, University response rates in fall and spring semesters have ranged from about 55% to 60%, thereby making results from many courses inaccessible to students. Additional information on how CourseEvalUM results are used may be found in the Committee Findings section.

COMMITTEE WORK

In spring 2017, the APAS Committee met with the proposers to discuss their concerns with course evaluations and researched past Senate action on course evaluations. It also met with representatives of the Office of Institutional Research, Planning, and Assessment (IRPA), which oversees implementation of course evaluations, and the Course Evaluation Advisory Group. A subcommittee with members from both the APAS Committee and the Course Evaluation Advisory Group was formed to consider the charge in-depth and make recommendations to the APAS Committee. Subcommittee members included:

Phil Evers (faculty, APAS Chair from 2016-2018)

Susan Hendricks (faculty, past APAS member)

Marilee Lindemann (faculty, APAS member)

Michael Passarella George (staff, Assistant Director for Decision Support in IRPA/Course Evaluation Advisory Group member)

Doug Roberts (faculty, past APAS member)

Joseph Sullivan (faculty, Course Evaluation Advisory Group member)

Kaci Thompson (staff, Course Evaluation Advisory Group member)

The subcommittee met approximately twenty times between July 2017 and January 2019, and consulted with a range of subject-matter experts and stakeholders. The subcommittee:

- Reviewed past Senate action establishing the purposes of course evaluations;
- Reviewed research on course evaluations at UMD conducted by IRPA, including research on what our current items measure, bias in course evaluations, and how results are used by students in the course selection process;
- Met with experts in the field, including Dr. Sandra Loughlin, an educational psychologist who directed the Office of Transformational Learning in the Robert H. Smith School of Business; and Dr. Alice Donlan, an educational psychologist and Director of Research for the TLTC;
- Reviewed a survey of current literature on student assessments of teaching;
- Met with the Associate Provost for Faculty Affairs and the Council of Associate Deans for Faculty Affairs (CADFA) to discuss the use of course evaluations in making teaching assignments and improving instructor effectiveness;
- Reviewed the TLTC's new Mid-Semester Evaluation of College Teaching (MSECT) pilot;
- Consulted with both undergraduate and graduate students at two meetings of the Senate Student Affairs Committee, as well as a focus group of students;

- Evaluated possible replacement items through cognitive interviews with students conducted by Loughlin and Donlan; and
- Reviewed practices at Big 10 and peer institutions.

The subcommittee developed recommendations based on its review and submitted its report to the full APAS Committee in February 2019. In reviewing the recommendations, APAS considered whether or not the practice of conducting University-wide assessments of teaching effectiveness should be discontinued altogether. Ultimately, the committee determined that collecting University-wide data on student experiences serves a useful purpose that should be continued and improved. Its recommendations are premised on a belief that the University should take this opportunity to reimagine the instrument in light of current best practices; narrow its purpose; and develop a tool that provides more and better information to administrators, instructors, and students.

APAS shared its preliminary directions with the stakeholders the subcommittee previously consulted, as well as with the Senate at its March 2019 meeting. It also consulted with the Office of General Counsel, and sent a survey to a select group of department chairs to gather feedback on its proposed recommendations for making teaching assignments and evaluating instructor performance. The committee considered the subcommittee's recommendations and the feedback it gathered in order to develop a final set of recommendations. After due consideration, the APAS Committee voted to approve its recommendations on the course evaluation system at its meeting on March 29, 2019.

PEER INSTITUTION AND SCHOLARLY RESEARCH

Big 10 and Peer Institutions

The committee reviewed information provided by the proposer on course evaluation practices at Big 10 and peer institutions (Appendix 4). Most peer institutions have a set of campus-wide questions that are asked, and many allow colleges, departments, and sometimes instructors to include additional questions. Several articles published over the course of the committee's work indicate that institutions have identified concerns and are conducting reviews similar to the ones called for in APAS' charge (see Flaherty, 2018; Supiano, 2018; Doerer, 2019). The committee found that while institutions have adopted a range of approaches, it is difficult to identify any single instrument or set of best practices the University might adopt. Well-designed instruments are developed for particular contexts and to answer specific questions. In consultation with campus experts, the committee determined that the University should first identify what it wants to assess regarding courses and instructors, and then design or adapt an instrument that targets those elements as precisely as possible.

Scholarly and Institutional Research

The committee reviewed recent literature relevant to student evaluations of teaching, including studies addressing bias in teaching evaluations. While documenting bias can be difficult, the literature suggests that broad or vague items, and items that allow open-ended comments in particular, are more susceptible to bias (Felton et al., 2008; Lindahl and Unger, 2010; Porter, 2011). Studies also indicate that student learning is not highly correlated with student perceptions of teaching (Uttl et al., 2017). The committee found that much of the literature on student evaluations is particular to the instrument being studied, and does not necessarily yield broadly applicable insights (Linse, 2017). The committee's work was also informed by a memo from Dr. Sandra Loughlin reviewing literature on student evaluations of teaching (Appendix 5). The memo noted that such evaluations often ask students about things for which they are not the best source of data.

The committee also reviewed several studies IRPA has conducted on the current course evaluation system that investigate usability, reliability and validity of the items; the relationship between response rates and instructor scores; and whether an instructor's race/ethnicity/citizenship and gender explain differences in ratings. IRPA also conducted phone interviews to identify practices associated with higher response rates, finding that students are more likely to complete evaluations when instructors emphasize that they value the feedback and are interested in improving a course. These studies are summarized in Appendix 6.

COMMITTEE FINDINGS

Administrator & Instructor Use of Course Evaluation Results

In the course of its review, the committee consulted various administrators, including the Associate Provost for Faculty Affairs and the Senior Vice President and Provost. It also attended several meetings of CADFA and the Undergraduate Academic Programs Committee (UGAP). Once it had identified preliminary recommendations, the committee distributed them, along with a survey, to a select group of chairs from both large and small departments, as well as the dean of a non-departmentalized College.

The committee learned that course evaluation results are used by administrators and instructors to assess performance in tenure and promotion cases. They are also used to identify potential problems in an instructor's teaching and indicate where additional intervention may be necessary. Practices vary, sometimes significantly, when it comes to the way results are used in appointment and promotion processes, though the committee identified the following generalities.

- **Tenured/tenure-track (T/TT) faculty:** The role that course evaluation results play in the APT process varies by College/School, though the University has been shifting to more holistic evaluations of faculty teaching that involve peer evaluations, student mentoring, curriculum/course development, a teaching portfolio, and other instructional activities. The Office of Faculty Affairs provides a template that can be used when compiling and interpreting the numeric results of evaluations; responses to open-ended items are typically included at the discretion of the individual faculty member. In general, however, the committee found that course evaluation results play a limited and decreasing role in the APT process, particularly given teaching is only one aspect on which a T/TT faculty member is assessed.
- **Professional track (PTK) faculty:** The role course evaluations play in the Appointment, Evaluation, and Promotion (AEP) process for PTK faculty is more significant than it is in APT. There is no consistent standard for peer evaluation process for PTK faculty, and course evaluations are, in some cases, the sole or most significant factor used in making renewal or promotion decisions, particularly for purely instructional faculty.

Most administrators are aware of the results' limitations and contextualize them with other sources of data on instructor performance. This caution is not universal, however, and evaluation results are sometimes used in inappropriate ways. These include averaging all of an instructor's results into a single number for comparisons with peers or to give teaching awards, and comparing instructor averages to the College/School- and department-averages for courses of a similar level.

Instructors and administrators often use the open-ended comments to contextualize and nuance the numeric data; as one administrator put it: "the numbers tell you there is a problem and the comments tell you what the problem is." Some instructors expressed significant concerns with the

comments, however, noting that they can be biased and even abusive. Some instructors also indicated that they ignore the comments entirely. Both IRPA and the Office of Faculty Affairs have received complaints from instructors about the open-ended comments. To help address these concerns, IRPA has added the following language before the open-ended items on the evaluations:

In order to help instructors and administrators best use your feedback to improve teaching and learning at the university, please be thoughtful and constructive when writing comments. Inappropriate or offensive comments do not reflect the civil engagement we value as an institution, and they are generally not effective in stimulating improvements to instruction. Should any comments take the form of actual threats, they will be forwarded, with the student's identifying information, to campus police for threat assessment.

While it has received requests from instructors to remove specific comments, IRPA is not equipped to evaluate the nature of student comments or make decisions regarding which comments should be removed. In addition, the current system does not offer a way to easily delete comments. The committee acknowledged that the use of open-ended comments can be abused, but determined that their value was significant enough that they should be retained. The committee recommended including two open-ended items that use specific prompts related to positive aspects and areas for improvement. The committee hopes that this will yield more actionable responses and may reduce the number of biased comments.

Student Use of Course Evaluation Results

The committee met twice with the Student Affairs Committee and hosted a small focus group of students from different disciplines. From these sessions, the subcommittee gained insights into how students use course evaluation results and other resources to select courses. Students reported using a range of resources including CourseEvalUM results, third-party websites (among them ratemyprofessor.com, ourumd.com, and planetterp.com), and word of mouth. Student responses to a 2016 Campus Assessment Working Group Snapshot indicated 43% of students considered CourseEvalUM a “major factor” when choosing courses (Appendix 7). Students expressed uncertainty as to whether the results were for instructors, administrators, or other students, and did not always understand which items referred to the course and which to the instructor. The distinction between Administrator and Student Items was also unfamiliar.

When asked what would make a course evaluation system more useful and improve completion rates, students asked for access to the open-ended comments, grade distributions, and a “star system” for providing a simple snapshot of student satisfaction with a course or instructor. Students reported that incentivizing participation by assigning extra credit and devoting class time to completing evaluations are both effective. Knowledge that their responses would make a difference in how a course was taught in the future is also a motivating factor, which is supported by IRPA’s phone interview project looking at response rates (Appendix 6).

The committee considered ways to increase the value of the system to students. In addition to recommending that students be given access to all of the numeric results, the committee discussed ways to increase response rates to ensure that the threshold of 70% needed to release results to students is more consistently met. Its recommendations include encouraging instructors to emphasize the value they place in student feedback and set aside class time to complete evaluations. Responding to anecdotal feedback from both students and instructors that an excessive number of items decreases response rates, the committee also considered the length of the instrument. It determined that the number of University-wide items should remain the same, and recommended that the number of College/School/department items be limited to five.

TLTC Initiatives on Evaluating Teaching Effectiveness

Many of the same issues the subcommittee was considering have been considered by the TLTC. The committee learned that the TLTC has been developing a [Mid-Semester Evaluation of College Teaching \(MSECT\)](#), which was piloted in 2017 and 2018 (Donlan, 2019). MSECT is a survey administered through Qualtrics and modeled on the [Fearless Teaching Framework](#) (Donlan et al., 2019). It grew out of repeated requests by instructors for a way to evaluate and improve their teaching during the semester. Per the purposes identified for the current course evaluation system, instructors were interested in *formative feedback* that could be used immediately, rather than the next time a course was taught. The tool is intended primarily to help instructors improve their teaching; while instructors could incorporate results into a teaching portfolio, results would not be visible to administrators as with current CourseEvalUM results. Preliminary analysis from pilot data provides evidence that the measure is a valid and reliable assessment of teaching effectiveness. The committee was impressed by the initial results of the pilot, and its recommendations encourage further development and adoption of MSECT and other mechanisms to gather mid-semester feedback on teaching.

Firewall Between Student and Administrator Items

When the University developed its current course evaluation system, the results were treated as “evaluations” of instructors, both rhetorically and in decisions over who should have access to the results. As described above, this approach resulted in two sets of items visible to different audiences with a firewall between them. In the course of its work, and after consulting extensively with the Office of General Counsel, the committee determined that this division is no longer necessary, as results are not “evaluations” used to assess instructor performance.

Student responses are opinions regarding their experience in a particular course. Students are not subject matter experts who can speak to the organization of a course's content, nor are they trained in pedagogy and able to accurately assess an instructor's teaching. Further, there are no standards, rubrics, or specific criteria for students to apply when completing evaluations. Given this, students are not equipped to directly “evaluate” an instructor's performance. Their perspectives can be used by administrators to gain insights into instructors’ teaching effectiveness, though in such cases it is the administrator conducting the evaluation, the results/conclusions of which are the actual evaluation to be considered part of the personnel record.

Additionally, all information used in personnel evaluations need not be confidential. There are multiple other sources of information that are not confidential, including numbers and names of publications, syllabi, the number and value of grants, etc. The committee decided that allowing students, instructors, and administrators identical access to numeric results would not invalidate their use in certain personnel processes, and would increase the amount of information available to both administrators and students. It determined, however, that responses to open-ended items should remain confidential and visible only to instructors and administrators as they could contain personally identifiable information and are unaggregated, unit-level data.

Given that results are not performance evaluations, the committee determined that the “course evaluation system” should be renamed to better communicate that it gathers students’ perceptions and experiences about a course or instructor, a distinction that current terminology may blur.

Limitations of the Current Course Evaluation System

Based on the reviews of relevant literature and consultation with campus experts addressed above, the committee identified significant concerns with the CourseEvalUM items and their ostensible purpose. The items invite students to speak to themes that they are not in a position to credibly

address. For example, one item asks students to indicate whether “the standards the instructor set for the course were Too Low/Appropriate/Too High,” which is better assessed by other experts in the discipline. In addition, many items are not sufficiently specific to yield information that is actionable by an instructor. This lack of specificity is also concerning as vague or imprecise items are more open to bias. The items are also unable to adequately address all four of the system’s original purposes:

- **Formative Evaluation:** While results can help instructors improve their teaching, they cannot be used to inform mid-semester adjustments. As addressed above, instructors now have access to more dynamic and timely mechanisms to gather feedback throughout the semester. Further, many of the current items address vague or subjective criteria and do not ask about specific classroom practices associated with effective teaching, making it difficult for instructors to directly address possible deficiencies.
- **Summative Evaluation:** The results remain a potentially valuable measure of teaching effectiveness for use in the APT, AEP, and post-tenure review processes. Yet results are open to misuse, given they yield potentially biased information and tend to measure a single factor (general satisfaction with an instructor). In light of these shortcomings, their use by some as the primary or even sole measure of teaching effectiveness is particularly problematic.
- **Informative Evaluation:** The results remain a valuable resource for students making course selections, though increased completion rates increase information available to students.
- **Outcome Evaluation:** The current system is ill-suited to measuring student learning, which is better addressed by learning outcomes assessments and other mechanisms. Studies have also shown that student learning is not highly correlated with students’ perceptions of learning, which are often informed more by other factors (how much the student enjoys the topic, whether the course was required, etc.).

The committee debated at length the purpose of the instrument, eventually determining that it should be redesigned to focus primarily on summative and informative feedback. Surveys should be summative to the instructor and to administrators and serve as one measure of teaching effectiveness to use in evaluating and improving teaching practices. Surveys should also be informative to students, in order to assist them in selecting courses and instructors. The committee determined that the current items are not able to adequately or efficiently meet these goals, and decided to recommend that they be replaced.

FRAMEWORK FOR REPLACEMENT SURVEY ITEMS

The committee decided that the number of items should remain the same as in the current instrument. It considered new items that fall into three conceptual categories:

1. Those designed to provide summative feedback for use in evaluating and improving teaching;
2. Those designed to inform student course decisions; and
3. Those intended to assess teaching assistants.

The committee determined that items in the first category should either assess baseline teaching practices that should be met or identify the utilization of best practices of teaching effectiveness. In discussing the relative balance between these two purposes, the committee considered focusing survey items solely on baseline or core teaching practices that should generally be expected of

every instructor, where consistently low scores can serve as a red flag and inspire discussions between instructors and administrators. It decided that such an approach would only exacerbate concerns that course evaluations are designed to emphasize deficiencies in teaching. It might also suggest that the University's standard for instruction is mere adequacy. Therefore, the committee determined that items addressing baseline practices should be accompanied in approximately equal numbers by items addressing best practices, which presents an opportunity to both identify practices that the University values and encourage adoption of those practices.

In light of the scholarly research discussed above, the committee determined that the work of developing and testing sound replacement items is sufficiently complex that it should be entrusted to those well versed in the scholarship. The committee decided to focus its efforts on identifying constructs that address specific teaching practices and recommend that subject-matter experts be tasked with developing the specific wording associated with each item based on those constructs. Examples of possible wording of survey items associated with most of the constructs can be found in Appendix 8. With the exception of the items intended to inform student course selection, the constructs the committee included in its recommendations are all supported by a large body of literature supporting their connection to learning. The student course selection constructs are based on requests made by students. Following their development, specific survey items would be tested and piloted by the Course Evaluation Advisory Group, IRPA, and subject-matter experts. The final survey items would then be shared with the Senate for its feedback before being implemented. IRPA would also ensure that items are presented in a logical order on the survey, rather than presenting them in the conceptual categories that informed the development of the constructs.

Stakeholder Feedback

The committee circulated its draft recommendations with a range of stakeholders including the Course Evaluation Advisory Group, the Office of Faculty Affairs, administrators, and students. A few stakeholders noted that replacing the current items would disrupt the ability to measure teaching improvement over time. Faculty going up for tenure in the next several years, for example, would have to modify their promotion materials to account for the sudden shift. After consulting with the Office of Faculty Affairs, the committee determined that the APT process could accommodate the change. The AEP process relies more on CourseEvalUM results in some cases, which led the committee to recommend that the University explore ways to provide more holistic reviews of instructional faculty. Adding past results from CourseEvalUM and data from the new survey items to the data warehouse would also facilitate more sophisticated analyses that could smooth the transition, which led to another of the committee's recommendations.

Some stakeholders raised concerns about replacing the current items and about the availability of grade distributions. The committee considered potentially retaining some of the current items for several years to bridge the transition. Stakeholder feedback identified two items in particular as valuable: "I learned a lot from this course" and "Overall, this instructor was an effective teacher." The committee determined not to retain these two items. As noted above, student learning is not highly correlated with students' perceptions of learning, and "effective teacher" is an ambiguous concept subject to significant interpretation. However, several other current items closely align with the proposed constructs, which will facilitate some comparisons between new survey data and CourseEvalUM results. Ultimately, the committee decided that a clean break with the majority of the current items was in the best interests of instructors and administrators. The committee also considered the importance of making grade distributions available to students. Students consistently request them and IRPA annually receives and complies with FOIA requests for grade distributions from third-party websites. Given that students are able to access the information regardless, the committee decided to recommend that results once again be provided directly to students.

RECOMMENDATIONS

I. Guiding Principles & Parameters

1. The University should rename the current “CourseEvalUM” system to better communicate that it gathers students’ perceptions and experiences about a course or instructor and does not serve as an evaluation.
2. The University should replace the existing CourseEvalUM items with new survey items that follow these principles:
 - a. The number of University-level items should be approximately the same as in the current survey instrument.
 - b. The survey items should focus on measuring progress relative to baseline teaching practices and on utilization of best practices of teaching effectiveness.
 - c. The survey should include only those items that students can reliably answer and should focus on those items where students are the best or only source of data.
 - d. The majority of survey items should be designed so that responses can inform actionable changes by the instructor.
 - e. The survey items should be written using language that makes clear what is being asked of students.
 - f. Students should understand who will be reviewing their responses, in order to inform their thinking as they are filling out the survey.
 - g. The survey items should focus on asking students to speak to their own student experience, rather than asking for general feedback or input based on other students’ experiences, unless there is a compelling rationale to do otherwise.
 - h. The survey items should be relevant for in-person, blended, and online courses.
 - i. The survey items should clearly indicate whether they relate to the instructor or the course.
 - j. The survey items should be positively worded so that a high score on an item is positive and a low score indicates that adjustments in practices may be needed.
3. The survey item development process should involve a pilot or other mechanism for testing and refining the new items.
4. The Course Evaluation Advisory Group and Office of Institutional Research, Planning, & Assessment (IRPA) should provide an informational report to the Senate on new survey items to gather feedback before implementation.
5. The University should consider ways to ensure that survey results are not utilized as the sole basis for giving teaching awards or for assessing progress towards accreditation standards.

II. Recommendations on Constructs & Items

1. The Course Evaluation Advisory Group and IRPA should work with subject-matter experts to develop new survey items that align with the below constructs that assess teaching effectiveness, inform student registration decisions, provide opportunities for open feedback, and allow for feedback on teaching assistants.

Constructs that Assess Baseline and Best Practices in Teaching Effectiveness

- Timely feedback
- Clear assignment expectations
- Clear grading expectations
- Focus on course content in class sessions
- Value of required texts
- Climate
- Instructor support
- Quality feedback
- Scaffolding
- Cognitive engagement and/or rigor
- Alignment of instruction to assessment

Constructs that Inform Student Registration Decisions

- Course satisfaction
- Instructor satisfaction
- Time invested
- Major/non-major

Constructs for Open-Ended Feedback

- Positive Aspects
- Areas for Improvement

Constructs Related to Teaching Assistants

- Climate
- Timely feedback
- Effective use of class time
- Open-ended item on positive aspects
- Open-ended item on areas for improvement

2. The Course Evaluation Advisory Group, in consultation with the Teaching and Learning Transformation Center (TLTC), should develop a bank of additional items—based on baseline and best practices of teaching effectiveness and literature in the field—that Colleges/Schools and units may include in addition to the University-level items.
3. The University should limit Colleges/Schools and units to a maximum of five additional survey items, which should be developed in consultation with the TLTC.
4. The Course Evaluation Advisory Group should carefully consider the order in which items are presented to students on the survey and whether they should correspond to the order of responses provided in reports available to administrators and instructors.
5. The Course Evaluation Advisory Group should ensure that survey items are clearly identified as applying to either the instructor or to the course.

III. Recommendations on Implementation and Usage of Survey Results

1. The University should encourage instructors to gather mid-semester feedback on their teaching, using tools such as Qualtrics and resources provided by the TLTC.
2. The University should encourage instructors to set aside time in class for students to complete surveys and to explain to students the value and impact of survey responses on teaching practices.

3. The University should make numeric data from survey results available to instructors, administrators, and students. Responses to open-ended items should remain accessible to instructors and administrators only, not students.
4. The University should consider ways to incorporate survey results in information available to students during the course selection process.
5. The Course Evaluation Advisory Group should prioritize efforts to add existing CourseEvalUM data and future survey results to the data warehouse.
6. IRPA should discontinue the practice of including department-wide and College-wide averages across all courses of a given level in survey results.
7. The University should again make course grade distributions available to students.
8. The University should not release survey results from courses with fewer than 5 students and should continue the practice of not releasing results to students if the response rate for a given course is less than 70%.
9. The University should consider how best to ensure that survey results are not utilized as the sole basis for personnel determinations of PTK faculty.
10. The Provost's Office should develop guidance on best practices for utilizing statistical analysis of data from survey results in the Appointment, Promotion, and Tenure (APT) and Appointment, Evaluation, and Promotion (AEP) processes.

APPENDICES

- Appendix 1 — Past Senate Action on Course Evaluations
- Appendix 2 — Current CourseEvalUM Items
- Appendix 3 — Number of Evaluation Items by Unit
- Appendix 4 — Big 10 and Peer Institution Research on Course Evaluations
- Appendix 5 — Memo from Dr. Sandra Loughlin (November 1, 2017)
- Appendix 6 — IRPA Studies on UMD's Course Evaluation System
- Appendix 7 — CAWG Snapshot of Student Experiences
- Appendix 8 — Sample Item Wording for New Constructs
- Appendix 9 — Charge from the Senate Executive Committee

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Appendix 1: Past Senate Action on Course Evaluations

Summary of Past Senate Action on the Topic of Course Evaluations:

In July 2002, The Educational Affairs Committee was charged with reviewing a proposal from Lilly-CTE Fellows to establish a University policy on the evaluation of teaching (Senate Doc #01-02-63). Senate Chair Kent Cartwright sent a memo to John Pease, Chair of the Educational Affairs Committee, asking the committee whether it would like to examine the proposal in depth or forward it to a joint task force of the Senate & Academic Affairs for further study. The memo detailed specific issues and questions that should be considered, and the proposal from Lilly-CTE was attached.

In November 2002, the Educational Affairs Committee responded to the SEC, stating that it had decided not to make a formal recommendation regarding the Lilly-CTE proposal for the Establishment of a University Policy on the Evaluation of Teaching. It suggested that a Task Force be created to look into this issue further.

On January 14, 2003, the SEC reviewed the memo from the Educational Affairs Committee and voted to develop a proposal for a Task Force.

The Joint Task Force on Course Evaluations and Teaching was appointed by the Office of the Provost and the University Senate. The Task Force was charged during in the spring of 2003.

The Task Force met during the summer and fall of 2003. It presented an interim report in February 2004. One of the recommendations from this report became a resolution for a university-wide requirement for student evaluations in all undergraduate and graduate courses.

The University Senate passed the resolution on May 3, 2004, mandating a university-wide requirement for student evaluations in all undergraduate and graduate courses. Senate Doc 02-03-39 stated “we recommend that there be a university-wide requirement for student evaluations in all undergraduate and graduate courses.”

Following the passage of the resolution, the SEC updated the original charge to the Task Force in September 2004. The Task Force sent a draft response to the updated charge and a draft of their final report to the SEC for its meeting on January 19, 2005 (draft report dated January 12, 2005). The draft report detailed a set of six recommendations calling for, in part, a university-wide course evaluation system (web-based), a set of universal evaluation questions, and that a portion of the evaluation results be made public to the students. On January 19, 2005, the SEC met to review the response from the Task Force to the updated charge and draft report.

The Task Force compiled its Final Report in April 2005. This report contained seven recommendations on how the academic community could enhance its capabilities to assess and improve curriculum and instruction. The Task Force members unanimously agreed that a university-wide course evaluation requirement and system should be adopted.

The SEC met on September 13, 2005, and approved a consultation between Senate Chair Berlin and the Task Force to draw certain recommendations from the final report to be presented as actionable items to the Senate, along with a report from Provost Destler on implementation.

The SEC met on November 1st and voted to invite the Chair of the Task Force to the next meeting, along with the lawyer who had been advising them.

The Task Force presented its report and recommendations to the SEC on November 15, 2005. The SEC decided that Chair Berlin would work with the Task Force to revise the language of its recommendations.

The Task Force presented a revised document to the SEC on November 29, 2005. The SEC voted to approve the Task Force's document for the December Senate agenda.

On December 12, 2005, the Chair of the Task Force, Dennis Kivlinghan, presented the actionable recommendations (Recommendations for the Implementation of Web-based Student Course Evaluations, Senate Doc #02-03-39). He explained that the nine recommendations were principles for implementing web-based course evaluations. The recommendations would be implemented through the Provost's Office.

Chair Berlin sent a memo to President Mote on December 15, 2005, stating that the Senate had approved the Recommendations for the Implementation of Web-based Student Course Evaluations.

President Mote accepted the recommendations on December 21, 2005. He stated that there remain significant issues for full implementation, both in timing and in framing the questions, and gave suggestions for how to move forward.

Chair Berlin reported to the SEC about Dr. Mote's letter at the SEC meeting on January 24, 2006. Berlin noted that the Provost had formed an implementation committee. VP and CIO Jeff Huskamp presented an informational summary of technology issues relating to the implementation of web-based student evaluations to the SEC on February 28, 2006.

Sharon La Voy Chaired the Provost's Student Course Evaluation Implementation Committee and she presented the committee's university-wide questions for online student evaluations at an SEC meeting on March 14, 2006. The questions had been reviewed by the Council of Deans. The SEC made changes, and La Voy presented a final set of questions on April 11, 2006. The SEC voted to place the questions on the April 24th Senate agenda as an informational item.

The Provost and the Implementation Committee presented the questions for the web-based evaluation instrument. The Provost explained that the Senate would not be asked to approve the questions but to provide feedback. He confirmed that responses to the set of questions for APT would not be made public. The Provost emphasized that he would require a 75% participation rate before results for a course would be published. He explained that the new system would be fully implemented in the fall of 2007.

On May 29, 2007, Chair Montgomery sent a memo to VP and CIO Jeff Huskamp expressing disappointment that implementation of the online course evaluations had been halted due to a technical problem of putting a questionnaire that includes universal, college, departmental, and professorial questions online. The SEC passed a resolution stating that a questionnaire with only universal questions be available online campus-wide in the Fall 2007 semester (Senate Doc. 06-07-56).

On August 31, 2010, the SEC charged the APAS Committee with review of Re-evaluation of the Student Teach Evaluations at UMD (Senate Doc. 10-11-36) proposed by Denny Gulick (Mathematics Professor and Past Chair, 1998-1999, of the Senate).

The APAS Committee reviewed this charge in Fall 2010. At its September 3, 2010, meeting the committee reviewed background history on this topic as provided by the Senate Office. It also researched peer institution procedures for course evaluations, off-campus course evaluation services, and potential legal concerns. During the course of its review, the APAS Committee read articles on the subject of teacher evaluations and consulted with members of the Office of Institutional Research Planning & Assessment (IRPA). Following deliberation, the APAS Committee voted, at its December 17, 2010, meeting, in favor of recommending that the CourseEvalUM system continue to undergo development

with the guidance of a governing body that is formulated in a manner consistent with the principles of shared governance. The APAS Committee's report also outlined a number of specific subjects that warranted further attention, including the recommendation that more detailed consideration should be given to how CourseEvalUM could be modified to better satisfy student needs. Additionally, the APAS Committee strongly endorsed the urgency for the addition of unit-specific questions, including course-specific and instructor-specified questions to the CourseEvalUM system.

On January 28, 2011, the SEC reviewed the APAS Committee's report and voted to forward the report to the Senate as an informational item. The SEC also voted to send a letter to the Provost requesting administrative action and a report describing actions taken by September 1, 2011. The report was presented as an informational item at the February 9, 2011 Senate meeting.

On September 1, 2011, Provost Ann Wylie sent a response to the SEC regarding the APAS Committee's report. This letter discussed the report and offered a number of recommendations (See attached letter).

On October 13, 2011, the APAS Committee wrote a response to the Provost's letter requesting more information on the implementation of unit-specific questions. The SEC forwarded this letter to the Provost on October 28, 2011.

On January 18, 2012, the SEC received a response from the Provost regarding the October 28, 2011 memo. The response included information on how the priorities for developing the CourseEvalUM system were decided and the consideration given to instructor-specified and course-specific questions. The APAS Committee reviewed this letter on February 27, 2012.

Prepared by the Senate Office – February 2017

Current Course Evaluation Items

Utilizing a universal set of course evaluation questions allows both students and academic administrators to make more meaningful and consistent comparisons among courses and their instructors. Evaluation items fall into groups based on who has access to the results as explained below. Unless otherwise noted, items are answered on the following scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
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Administrator Items

Results from these items are seen by instructors and authorized campus administrators. Administrators use evaluation results to help them assess and improve faculty performance. Because faculty performance review is a personnel function, the evaluation feedback used in those decisions is confidential by Maryland law. For this reason, students and administrators see responses to different sets of items from the evaluation.

1. The instructor treated students with respect.
2. The instructor was well-prepared for class.
3. The course was intellectually challenging.
4. The standards the instructor set for students were... (Too Low, Appropriate, Too High)
5. I learned a lot from this course.
6. Overall, this instructor was an effective teacher.
7. How does this course fit into your academic plan or course of study? (CORE or General Education Requirement, Major/Certificate/Minor/Program Requirement, Elective)
8. Additional comments, e.g. about course content/materials, teaching style, etc. (free-text item)

Student Items

Results from these items are seen by instructors and students. Students use evaluation results to aid them in choosing courses each term.

1. The instructor was effective in communicating the content of the course.
2. Course guidelines were clearly described in the syllabus.
3. The instructor was responsive to student concerns.
4. The instructor helped create an atmosphere that kept me engaged in course content.
5. Based on the quality of my work in this course, the grades I earned were... (Too Low, Appropriate, Too High)
6. Given the course level and number of credits, the workload was... (Too Low, Appropriate, Too High)
7. How much effort did you put into the course? (Little, Moderate, Considerable)

Teaching Assistant Items

Results from these items are seen by teaching assistants, instructors teaching with the TA, and campus administrators.

1. The teaching assistant (TA) treated students with respect.
2. The teaching assistant (TA) was well-prepared for class.
3. Overall, this teaching assistant (TA) was an effective teacher.
4. Additional comments, e.g. about the discussion/lab/studio section, TA's teaching style, etc. (free-text item)

Appendix 3: Number of Evaluation Items by Unit

CourseEvalUM - Number of Evaluation Items

Unit	Course Questions		Instructor Questions		Total without TA	TA Questions		Total with TA
	Single Selection	Open Ended	Single Selection	Open Ended		Single Selection	Open Ended	
<i>University-wide</i>	8	1	7	0	16	3	1	20
ARHU	0	0	0	0	16	5	0	25
ARHU-English	3	2	1	0	22	1	0	32
BMGT	1	0	0	0	17	0	0	21
BSOS	0	0	10	0	26	0	0	30
BSOS-Psychology	6	0	0	0	32	0	0	36
EDUC	1	2	4	0	23	0	0	27
ENGR	16	0	0	0	32	0	0	36
INFO	3	0	2	0	21	0	0	25
JOUR	2	2	2	3	25	0	0	29
PLCY	12	0	10	0	38	0	0	42
UGST-College Park Scholars	3	4	0	0	23	0	0	27

Updated 8/5/2017

Appendix 4: Big 10 and Peer Institution Research on Course Evaluations

Peer Research on Course Evaluations

(Compiled by Ben Bederson and TLTC)

Commonalities among the Big 10

- Each university has a set of Standard/Cross-campus questions which are mandatory. Then there are departmental questions, and then the faculty can select questions.
- Some questions are multiple choice and some are open-ended. Scales differ.
- As universities move course evaluation online they have been developing strategies for incentivizing online completion.
- All campuses allow faculty to access their own student course feedback
- Reporting methods:
 - OSU provided [class and cumulative reports](#)
 - Illinois also reports longitudinal data by faculty member and/or course.
- Wisconsin was the only school identified whose course evaluations were linked to state/system-wide evaluations of teaching and [hiring/promotion/salary-raises decisions](#).

Indiana University Bloomington

- 2014 Online Course Evaluation Template:
 - <http://surveys.indiana.edu/SurveyInstruments/OCQCurrent.pdf>
 - 2012 Report of Item Development & Validity Testing:
http://surveys.iub.edu/OCQ/Developing_OCQ_report.pdf
 - They experimented with passive vs. active voice
 - When piloting, found that students receiving F's were least likely to respond, and students receiving A's were most likely to respond.
 - Add a "not applicable" option
 - Graduate students have higher instructor ratings than undergraduates
 - Depending on the question, first year students answer differently than older students.
 - Professional graduate students find the some questions to not fit their in-class experience.
 - "student course evaluations should be judged in relation to contextual characteristics, such as class size, level, major requirement status, and other factors that systematically influence student perceptions."
- Other Information:
 - <http://surveys.iub.edu/OCQ/>
 - White paper on Administering Course Evaluations Online:
http://surveys.iub.edu/OCQ/white_paper%20online_course_evaluations.pdf
 - <http://www.indiana.edu/~bfc/docs/circulars/14-15/B29-2015Revised.pdf>

Michigan State

- Evaluation summaries are available to students:
<https://sirsonline.msu.edu/FAQ.asp>
 - “Student Opinion of Courses and Teaching (SOCT) collects feedback from undergraduate students enrolled in classes taught by MSU faculty during fall and spring semesters. SOCT surveys are not collected for summer courses or any courses taught by graduate assistants. SOCT questions were developed to gather information that may be helpful to students when selecting courses and faculty members in those courses. The aggregate results of this survey are updated at least twice a year and are available to the MSU community.”
- Encourage faculty to do mid-course evaluations: <http://fod.msu.edu/oir/mid-term-student-feedback>
- Tools for evaluating online courses: <http://fod.msu.edu/oir/evaluating-online-courses>
- Example of how one college uses eval results in promotion and hiring
<https://natsci.msu.edu/faculty-staff/policies-procedures/evaluation-policy-and-resources/teaching-evaluation-guidelines/>

Northwestern University

- Not available online. Will need to request information from the below office:
- <http://www.northwestern.edu/ses/faculty-instructors/ctecs/running-instructor-ctec-reports.html>

Ohio State University

- Standard Form:
 - <https://registrar.osu.edu/faculty/sei/seiitems.pdf>
 - Not flexible for team teachers
- Optional Feedback on Your Instruction (FYI) program:
<http://ucat.osu.edu/professional-development/fyi/>
 - Only for instructor use
 - Flexible for team teachers
- Reporting: Instructors can get a report for just their one class or a report of “Overall Scores” across all courses the professor has taught:
<https://registrar.osu.edu/faculty/sei/instructorreports.asp>
- Handbook: https://registrar.osu.edu/faculty/sei/SEI_Handbook.pdf
 - Biology Dept opted out of this system. Why?
- Student view: <https://registrar.osu.edu/faculty/sei/studentonlineview.pdf>

Pennsylvania State University

- All mandatory & approved questions: https://www.srte.psu.edu/SRTE_Items/
 - University required:
 - A1. Are you taking this course as an elective? (If uncertain, omit.)
 - A2. What grade do you expect to earn in this course?
 - A3. Rate the overall quality of this course.

- A4. Rate the overall quality of the instructor.
- Then, organized by Departmental questions, Instructor-selected questions, University open-ended questions, etc.
- Student Rating Teaching Effectiveness: <https://www.srte.psu.edu/>
- NOT available to students. "SRTE results are considered part of faculty members' personnel records so access is restricted to the faculty member and administrators."
- Faculty beliefs about encouraging student participation: <http://www.schreyerstitute.psu.edu/IncreaseSRTERespRate/>
- Faculty FAQ: <https://www.srte.psu.edu/OnlineFAQ/>

Purdue University

- All questions: <https://www.purdue.edu/cie/Website%20CoursEval/courseeval/catalog.pdf>
 - University required:
 - Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor.
 - Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.
 - "All course evaluations include 8 standard questions, the two University "Core" items, four demographic questions used for research purposes, and two written prompts for student feedback."
- Information hub: <https://www.purdue.edu/cie/Website%20CoursEval/courseeval/>

Rutgers University–New Brunswick

- Increase response rate by using a midterm informal feedback form: <https://ctaar.rutgers.edu/sirs/participation.html>
- Administer both paper and online surveys
- How to interpret responses: <https://ctaar.rutgers.edu/sirs/guidelines.html>
- Online sample: <https://ctaar.rutgers.edu/sirs/osirsPreview.html>
 - 1. The instructor was prepared for class and presented the material in an organized manner. N/A, Strongly disagree---Strongly agree
 - 2. The instructor responded effectively to student comments and questions. N/A, Strongly disagree---Strongly agree
 - 3. The instructor generated interest in the course material. N/A, Strongly disagree---Strongly agree
 - 4. The instructor had a positive attitude toward assisting all students in understanding course material. N/A, Strongly disagree---Strongly agree
 - 5. The instructor assigned grades fairly. N/A, Strongly disagree---Strongly agree
 - 6. The instructional methods encouraged student learning. N/A, Strongly disagree---Strongly agree
 - 7. I learned a great deal in this course. N/A, Strongly disagree---Strongly agree
 - 8. I had a strong prior interest in the subject matter and wanted to take this course. N/A, Strongly disagree---Strongly agree

9. I rate the teaching effectiveness of the instructor as: N/A, Poor---Excellent

10. I rate the overall quality of the course as: N/A, Poor---Excellent

- Paper sample: https://ctaar.rutgers.edu/images/SIRS_form.jpg
- How to add additional questions: <https://ctaar.rutgers.edu/sirs/addQuestions.html>
- Information hub: <https://sirs.ctaar.rutgers.edu/>
- Use in faculty portfolio: <http://senate.rutgers.edu/bestprac.html>

University of Illinois at Urbana–Champaign

- Full catalogue of all question items: <https://citl.illinois.edu/docs/default-source/default-document-library/icescatalog.pdf?sfvrsn=0>
- Info hub: <https://citl.illinois.edu/citl-101/measurement-evaluation>
- Reporting: Each semester or longitudinally by course or instructor: <https://citl.illinois.edu/docs/default-source/ices-documents/sample-longitudinal-profile.pdf?sfvrsn=2>
- Paper example: [Front](#), [Back](#)
- Mid-semester feedback surveys are encouraged: <https://citl.illinois.edu/citl-101/measurement-evaluation/teaching-evaluation/ief>
- Online:
 - ICES Online allows 23 rated items and 6 open-ended items in addition to 3 global items. Faculty can write their own open-ended items. Faculty are not allowed to write any rated items, but we are continually expanding the item pool and welcome suggestions for new items.
 - Opportunity to tailor for team teaching
 - Have the option to not release to the department.

University of Iowa

- How to administer to prevent bias and increase responses: <https://teach.its.uiowa.edu/ace-online-best-practices>
- Global Items:
 - 101. This course is well planned and organized.
 - 102. The content of this course is valuable.
 - 103. This is a worthwhile course.
 - 104. Overall, this is an excellent course.
 - 105. I learned more in this course than in most other college courses I have taken.
 - 106. I learned a great deal in this class.
 - 107. I am motivated to do my best work in this course.
 - 108. This instructor is effective in teaching the subject matter of this course.
 - 109. Overall, this instructor is an effective teacher.
 - 110. This instructor is an excellent teacher.
 - 111. I would recommend a course taught by this instructor to other students.
- Item pool: https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/ace_item_pool.pdf

- Information hub: <https://teach.its.uiowa.edu/technology-tools/ace-online-course-evaluations>

University of Minnesota

- Mostly using paper surveys.
- Information Hub: <https://oms.umn.edu/srt/>
- Sample paper form: <https://oms.umn.edu/srt/Images/Student%20Rating%20of%20Teaching%20Form%202015.pdf>
- HOW responses are used: <http://policy.umn.edu/education/teachingevaluation>
 - “When used for salary, promotion, and tenure decisions, information from student ratings should be used in conjunction with other relevant metrics to assess instructional effectiveness.”
- FAQ: <https://oms.umn.edu/srt/help/faq.php>

The SRT Course Items are:

- I have a deeper understanding of the subject matter as a result of this course.
- My interest in the subject matter was stimulated by this course.
- Instructional technology employed in this course was effective.
- The grading standards for this course were clear.
- I would recommend this course to other students.
- Approximately how many hours per week did you spend working on homework, readings, and projects for this course?
 - 0-2 hours per week
 - 3-5 hours per week
 - 6-9 hours per week
 - 10-14 hours per week
 - 15 or more hours per week

University of Nebraska–Lincoln

- https://canvas.unl.edu/courses/1/quizzes/7?module_item_id=60
- Little available information online
- Faculty can add additional questions: <http://cehs.unl.edu/cyaf/course-evaluations-0/>
- Housed in Blackboard
- Components: Command and Connection:
 - <http://www.unl.edu/gradstudies/current/news/using-student-evaluations>

University of Michigan

- “When core templates need creating or modifications, instructors working with their evaluation coordinators can design their core evaluation templates by selecting the **questions from our [Question Catalog](#)** A maximum of 30 rating questions and 5 open-ended comment questions is the limit.
- Core questions:
 - Text, Level, Dimension
 - I had a strong desire to take this course., Course, Student Motivation

- As compared with other courses of equal credit, the workload for this course was (SA=Much Lighter, A=Lighter, N=Typical, D=Heavier, SD=Much Heavier)., Course, Perceived Workload
- This course advanced my understanding of the subject matter., Course, Self-assessed Learning
- My interest in the subject has increased because of this course., Course, Impact on Students
- I knew what was expected of me in this course. (SA=Almost Always, A=Frequently, N=Sometimes, S=Occasionally, SD=Hardly Ever)., Course, Course Organization
- The instructor seemed well prepared for class meetings. (SA=Almost Always, A=Frequently, N=Sometimes, S=Occasionally, SD=Hardly Ever), Instructor, Course Organization
- The instructor explained material clearly. (SA=Almost Always, A=Frequently, N=Sometimes, S=Occasionally, SD=Hardly Ever), Instructor, Instructor Clarity
- The instructor treated students with respect., Instructor, Classroom Climate
- Midterm and Final course evals
- http://ro.umich.edu/evals/#FS_Templates_Questions
- http://ro.umich.edu/evals/CU_TE_TeachingEvals_QR.pdf
- <http://ro.umich.edu/evals/whats-new.php>

University of Wisconsin–Madison

- First to address Climate as well as “information on key initiatives not typically captured by evaluations, such as alignment with the campus Essential Learning Outcomes”
- Faculty and departments can add questions
 - Moved departments in fall 2016: “Testing and Evaluation (T&E) no longer offers online course evaluations.”
<https://testing.wisc.edu/onlinecourseevals.html>
 - Now held under Teaching and Learning:
<https://learnuw.wisc.edu/toolbox/aefis.html>
 - <https://provost.wisc.edu/assessment/digital-course-evaluation-surveys.htm>
- INFO HUB: <https://testing.wisc.edu/standardizedcourseevals.html>
- Wisconsin was the only school identified whose course evaluations were linked to state/system-wide evaluations of teaching and [hiring/promotion/salary-raises decisions](#).
- SAMPLE paper form: <https://provost.wisc.edu/assessment/documents/100113-Testing%20and%20Evaluation%20Course%20Evaluation%20Example.pdf>
- Critique from student newspaper:
<https://badgerherald.com/news/2015/04/30/course-evaluations-get-a-failing-grade-in-terms-of-effectiveness/>

Other Institutions (Non-Big 10, Peer)

Ball State University

Contact: James A. Jones, PhD

Director, Research and Academic Effectiveness

Ofc of the Assoc Provost & Dean, Univ College

“Generally, our response rates have been around 50% or better for the campus overall. There is a lot of variability among classes, instructors, departments, and colleges, however. The class ratings for the items tend to average around 4.2 on a 5-point scale with 1 being the negative end and 5 the positive one. This indicates the fear that instructors raised that only the students with negative opinions would complete the ratings does not appear to be a problem. There is also very little relationship between response rate and ratings received, indicating that having lower response rates than what we had compared to paper administration is not causing obvious harm.

I have attached what we use for core questions. Each department has the option of having additional questions included, and about half our departments do so. There is also a period of time about a week before the evaluation period opens that we allow instructors to add their own questions.”

See attachment here:

<https://drive.google.com/a/terpmail.umd.edu/file/d/0B9TPsUDimlyuTmpyd0Y1UkRTV05lQUExXzJCRGxhVnhFbXFZ/view?usp=sharing>

George Mason University

Contact: Melissa A. Broeckelman-Post, PhD, Assistant Professor and Basic Course Director, Department of Communication

“The committee started our process by reviewing other forms and doing an extensive literature review to try to identify whether there are existing high-quality (reliable and valid) measures of teaching, and they were unable to find any measures for which there was an evidence of validity. So, they decided to take on a several year process in which we first used literature to try to identify categories of criteria related to effective teaching with several examples of the types of items that might be included, and we're now surveying deans, directors, and faculty evaluation committees about which categories they think are important as well as how they use the student evaluation of teaching forms. This is about the point where I joined the committee. Our next steps are to survey faculty and students about which categories they think are important, after which we'll develop some actual potential survey items and do another faculty and student survey.

A year or two ago, though, one of my colleagues who teaches advanced quantitative methods here was talking about this issue and said that the evaluation process developed at K-State is (in her opinion) one of the most reliable and valid instructor evaluation forms in use, in part because it also accounts for students' own engagement in the course. I haven't dug in much further than that (and our committee didn't find this during their earlier search), but I plan to soon-- for now, here's the link that my colleague

shared at that time: <http://www.k-state.edu/tlc/course-evaluation/forms.html>. It's probably worth a conversation with their Teaching & Learning Center to learn more.”

Illinois State University

Contact: Cheri J. Simonds, Professor, Co-Director of Communication as Critical Inquiry School of Communication, Illinois State University

“Here is our departmental course evaluation. I was on the team that created this instrument and it is based in instructional communication theory and research. We have found that students are much more thoughtful and constructive in their feedback for instructors. I hope you find this useful.”

<https://drive.google.com/a/terpmail.umd.edu/file/d/0B9TPsUDimIyuS0YzYU0yMDM0YWxGLVImRU9YUEdqQ2IPMVYw/view?usp=sharing>

Kansas State University

<http://www.k-state.edu/tlc/course-evaluation/forms.html>

“Our signature service, the IDEA **Student Ratings of Instruction** instrument (SRI) is like no other system available for translating course feedback into actionable steps to improve learning. The SRI system is supported by extensive research, controls for extraneous circumstances (e.g. class size, student motivation), and provides comparative scores. Faculty and administrators can easily integrate data into program planning, decision making, accreditation and institutional review processes. Through our partnership with Campus Labs, we offer a paperless solution with an intuitive, mobile-friendly interface.”



TO: Dr. Phil Evers, Chair of Academic Procedures and Standards Committee
FROM: Dr. Sandra Loughlin, Director, Office of Transformational Learning, Robert H. Smith School of Business
DATE: November 1, 2017
RE: **Current Research on Use of Student Evaluation to Assess Teacher Effectiveness**

Dear Phil,

I am responding to APASs request for a review of the literature on student evaluation of teaching (SET) in higher education. This memo is a brief summary of the extant literature, with an emphasis on studies of the highest methodological caliber. In evaluating these studies and drawing conclusions, I consulted with other experts in learning and educational measurement, including Drs. [Patricia Alexander](#), [Gregory Hancock](#), [Joshua Polanin](#), [Elizabeth Richey](#), and [Alice Donlan](#).

Please note that this analysis assumed that the purpose of SET is to primarily to assess teacher effectiveness, rather than students' satisfaction of a course. If the committee determines that purpose of the student evaluation is satisfaction, rather than an indicator of teacher effectiveness, many of these findings and recommendations are irrelevant.

Findings

- There is a significant literature on SET, however the majority of the studies use poor methods, yielding highly suspect and ungeneralizable findings. This memo only includes studies with rigorous methodologies.
- When used as the only/primary source of data, SET it is very poor indicator of teacher effectiveness. It should only be used in combination with other measures (e.g., peer evaluation of course materials, assignments, and assessments).
- Current SET instruments, including UMDs SET, routinely ask students to assess factors for which they are a poor source of data (e.g., whether the instructor is knowledgeable in his/her area).
- A significant body of research shows that SET is not associated with student learning.

- There are a few rigorous studies examining the degree to which SET is influenced of factors unrelated to teaching effectiveness (e.g., instructor gender or the type of course). These studies consistently show the teaching irrelevant factors have small, but significant influence on SET.
- Although not a focus of my research, I found that there is precedent for instructors to sue universities for wrongful termination based on reliance on SET data ([Maffly, 2011](#)). In light of the findings that SET is a poor indicator of teaching effectiveness, this may be a source of concern.

Recommendations

- Empirically test the degree to which UMDs SET measures teacher effectiveness.
- Under advisement of experts in educational measurement, consider revising the current SET instrument, administration, and data usage.
- Investigate the degree to which UMD departments and schools use SET as the only/primary source of data on teacher effectiveness for promotion, retention, tenure, merit pay, and other decisions like teaching awards.
- Provide training to administrators and faculty on the appropriate interpretation and use of SET data.

There is significant research on the value of student evaluations of teaching (SET) in higher education. Indeed, a cursory examination of the literature reveals literally thousands of studies on the subject, which draw widely varying conclusions. The high variance in study outcomes is likely related to the equally wide variance in the quality of the study design; unfortunately, much of the SET research is methodologically poor, suffering from serious threats to validity and generalizability ([Hornstein, 2017](#); [Linse, 2017](#); [Stark & Freishtat, 2014](#); [Wieman & Gilbert, 2014](#)). The following is a brief discussion of the extant literature, with an emphasis on recent, methodologically sound studies.

Teacher effectiveness is a latent construct and measurement of it requires multiple sources of data. A meaningful assessment of teaching effectiveness would draw from at least five sources ([Berk & Theall, 2006](#); [Spooren, Brockx, & Mortelmans, 2013](#); [Weiman, 2015](#)).

- *Peer evaluation* of course materials, assessments, and assignments to determine if the course is current, rigorous, and in line with program curriculum.
- *Pedagogy expert evaluation* of class sessions and course design to determine if the instructor is using instructional practices that are predictive of student learning.
- *Direct assessment of learning* to determine the degree to which students achieved the learning goals established for the course and succeed in follow-on courses.
- *Instructor-generated portfolio* that documents how the instructor uses student learning data and other sources of feedback to improve instruction and student outcomes.
- *Student evaluation of teaching* to understand students' experience and perception of the instructor.

Although important to capture, student perception alone is an insufficient measure of teaching effectiveness, because students are not positioned to provide valuable information on many aspects of instruction ([Langbien, 2008](#); [Linse, 2017](#); [McKeachie, 1997](#); [Stark & Freishtat, 2014](#)). Despite this fact, SET instruments routinely include questions for which students are a poor source of data (e.g., *The instructor is knowledgeable in his/her area*; [Becker, Bosshardt, & Watts, 2012](#); [Hornstein, 2017](#)). This inappropriate reliance on student opinion on areas best assessed by others is evidenced in all commonly used SET (for a listing of SET instruments, see [Spooren, Brockx, & Mortelmans, 2013](#)).

Existing SET instruments are flawed measures of teacher effectiveness and should not be used as the only/primary source of data.

A significant body of research shows that SET does not explain variance in learning outcomes.

- Uttl, B., White, C. A., & Gonzalez, D. W. (2017). [Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related](#). *Studies in Educational Evaluation*, 54, 22-42.
 - Rigorous analysis of data from 97 multisection courses that include student evaluations and course outcome measures. **NOTE:** This study reanalyzed data from previously conducted studies, which exposed significant methodological flaws in prior research. Unfortunately, most reviews of SET have used the prior, poorly-designed meta-analyses and have drawn suspect conclusions regarding the concurrent validity of SET (e.g., [Spooren, Brockx, & Mortelmans, 2013](#)).
 - **FINDING:** On average in the 97 studies, SET explained >1% of variance in course grades.
 - **FINDING:** Small sample-size studies tended to show correlations between SET and learning, but large sample-size (and presumably more robust) studies did not.
 - **CONCLUSION:** Data suggests no meaningful correlation between SET and learning outcomes.
- Carrell S. E., & West J. E (2010). [Does professor quality matter? Evidence from random assignment of students to professors](#). *Journal of Political Economics*, 118, 409–432.
 - Methodologically rigorous, large-scale study (n = 12,568) with random assignment of students to courses. Using an introductory course with different instructors, the authors examine the relation between instructor factors (i.e., rank, years teaching, degree), student evaluations, and student performance in contemporaneous and follow-on courses.
 - **FINDING:** Instructor factors were negatively correlated with performance in contemporaneous course, but positively correlated with follow-on courses.
 - **FINDING:** Evaluations were positively correlated with contemporaneous course, but negatively correlated with follow-on courses.
 - **FINDING:** Contemporaneous and follow-on course performance were negatively correlated.

- **CONCLUSION:** Suggests evaluations predict course performance, but not significant learning as measured by later performance. Suggests that expert instructors (i.e., those with higher rank, years teaching, and degree) do a better job preparing students for success in follow-on courses. Also suggests we need to look beyond the course in question to really measure student learning.
- Weinberg, B. A., Fleisher, B. M., & Hashimoto, M. (2008). [Evaluating teaching in higher education](#). *Journal of Economic Education*.
 - Using a clever design, SET and course grades were collected from 4,111 students in a foundational course and two follow-on courses.
 - **FINDING:** SET and current course grade were consistently correlated.
 - **FINDING:** When controlling for grade in prior course, SET and course grade were no longer associated.
 - **CONCLUSION:** Findings suggest a weak relationship between SET and learning.

The current literature suggests that SET is influenced by factors unrelated to teaching effectiveness, such as course type and instructor gender. **NOTE:** There is a considerable literature on gender bias showing mixed effects, but most studies in this space are poorly designed. The studies included here are experiments and represent the most rigorous level of research available on the subject.

- Uttl B, Smibert D. (2017) [Student evaluations of teaching: teaching quantitative courses can be hazardous to one's career](#). *PeerJ* 5:e3299
 - Using a rigorous and appropriate analytical design, the study examined 35,538 courses to determine whether qualitative and quantitative courses demonstrated different patterns of SET.
 - **FINDING:** On average, quantitative courses were associated with significantly lower SET scores.
 - **FINDING:** Distribution of SET also differs by course type, with SET in quantitative courses approximating the normal distribution and SET in qualitative courses show a negative skew and high mean ratings. If cut scores for SET are arbitrarily set across schools and hold constant, instructors of quantitative courses may be a higher risk of being labeled as unsatisfactory.
 - **CONCLUSION:** SET may have a disproportionate, negative impact on instructors of quantitative courses, which may lead to negative repercussions for tenure, promotion, and/or merit pay.

- MacNell, L., Driscoll, A., & Hunt, A. N. (2015). [What's in a name: exposing gender bias in student ratings of teaching](#). *Innovative Higher Education*, 40(4), 291-303.
 - Clever experimental study in which students were randomly assigned to two online instructors, both of whom operated both male and female identities. This created a 2x2 condition. Instructors coordinated to write similar bios, use the same assignments and grading scale, return grades at the same time, and use the same level and pattern of interpersonal interaction. SET was written to include behaviorally-worded items (e.g., grades were returned promptly).
 - **FINDING:** Students who perceived their instructor to be male gave higher ratings of fairness, promptness, and praise, even though both instructors used the same assignments and grading scale, returned grades at the same time, and used the same level and pattern of interpersonal interaction. There were no significant differences based on instructors' actual genders.
 - **CONCLUSION:** Suggests that SET may be biased in favor of men *even when items are behavioral*.
- Arbuckle, J., & Williams, B. D. (2003). [Students perceptions of expressiveness: Age and gender effects on teacher evaluation](#). *Sex Roles*, 49, 507-515.
 - A laboratory experiment in which students (n=352) were shown “slides of an age- and gender-neutral stick figure and listened to a neutral voice presenting a lecture and then evaluated it on teacher evaluation forms that indicated 1 of 4 different age and gender conditions (male, female, ‘old,’ and ‘young’)” [11, p. 507]. All students saw the same stick figure and heard the same voice, so differences in SET could be attributed to students' perceptions of the age and gender of the instructor.
 - **FINDING:** When students were told the instructor was young and male, students rated the instructor higher than for the other three combinations, especially on “enthusiasm,” “showed interest in subject,” and “using a meaningful voice tone.”
 - **CONCLUSION:** SET may be biased in favor of males and younger instructors.
- Leventhal, L., Perry, R. P., & Abrami, P. C. (1977). [Effects of lecturer quality and student perception of lecturer's experience on teacher ratings and student achievement](#). *Journal of Educational Psychology*, 69(4), 360.
 - Experimentally manipulated lecturer quality and students' beliefs about instructors' experience. Students watched videos of high- or low-quality lecture on the same content (e.g., in the low-quality lecture, the instructor

stammered, was disorganized, was less enthusiastic) and students were told the instructor had a lot or very little experience. This created a 2x2 condition. Students were then directed to rate instructional quality and took a post-test.

- **FINDING:** Lecturer quality was more strongly associated with ratings than it was with student achievement.
- **FINDING:** Students' beliefs about the instructor's level of experience affected the relations between quality and ratings.
- **CONCLUSION:** Suggests SET is influenced by factors not associated with learning, such as presentation quality and students' perceptions about the instructor's level of experience.

The degree to which UMD's SET measures teacher effectiveness is unknown.

- To date, UMD has not conducted studies linking SET data to factors associated with teacher quality, such as learning outcomes in the current course or follow-on courses, evaluation of pedagogy by a teaching expert, or evaluation of course or materials by a peer.
- To date, UMD has not conducted studies linking SET to factors that may inappropriately skew data, such as the gender, age, and race of the instructor; whether the course is qualitative or quantitative; or whether the course is required or elective. Ideally, a statistical model would be developed to control for these factors.

UMD should consider empirically testing the degree to which the existing SET measures teacher effectiveness. This would entail linking historical SET data to learning outcomes and other measures of teacher effectiveness, where possible (e.g., peer evaluation of materials, expert evaluation of pedagogy and course design); investigating the relationship between SET and potential sources of bias; examining the factor structure in the existing measure to determine if the instrument has differential functionality in colleges/programs; assessing the degree to which the instrument as a whole, and at the item level, explains variance in learning outcomes; and examining the stability of SET scores for instructors over time. In addition, new studies involving SET could be devised, such as identifying the correlation between SET and self-reported student satisfaction or SET and self-reported student motivation.

Alternatively or in addition to studying the existing SET, UMD should consider revising it. While there is no empirical evidence to indicate whether UMDs SET instrument appropriately measures teaching effectiveness, there is evidence that the portion of current instrument that generates data shown to departments and instructors

includes items for which students may not be the best source of data. For instance, UMD students are currently asked to rate the degree to which the course was *intellectually challenging* and whether the instructor *set appropriate standards* for students. These aspects of effective teaching are best assessed by a faculty peer with knowledge of the intellectual rigor and standards necessary for the course in light of follow-on courses and the demands of the field. Students do not, nor should they be expected to, have this knowledge. UMD students are also asked to assess the degree to which they *learned a lot* from the course. Learning is best assessed by a direct measure such as performance on the final exam/project and because students are notoriously poor judges of their own learning ([Tai, Klayman, & Hastie, 2008](#)).

In light of previous research and the current configuration of UMDs SET, revision to the current instrument may be warranted. In this effort, UMD should leverage the expertise of learning and educational measurement experts. Creating a valid, reliable measure of a latent construct such as teacher effectiveness is a complex and difficult process that requires considerable training in educational and psychological measurement ([Berk & Theall, 2006](#); [Gall, Gall, & Borg, 2003](#)). Given the potentially high-stakes use of SET data, the instrument development process should reflect a rigorous approach to measurement design (for a brief overview of the process, see [Korb, 2017](#)).

The creation of the Student Evaluation of Teaching in Medical Lectures SETMED-L ([Mueller et al., 2017](#)) is a good example of the correct approach to developing a SET instrument. Of particular note is the fact that the authors grounded the instrument a theoretical framework of effective teaching (i.e., the Stanford Faculty Development Program). While I would suggest grounding a new UMD SET in the [Fearless Teaching Framework](#) rather than the Stanford program, starting with a research-based framework is a critical first step toward creating a valid, reliable measurement of teaching or learning.

The only significant methodological concern with the creation of the SETMED-L is the fact that, like all other SETs found in the literature, the instrument includes some items for which students are not the best source of data. For instance, SETMED-L asks students to evaluate whether the amount of content covered in the course is appropriate. This is an assessment best left to the a peer evaluator with knowledge of the whole curriculum.

Unfortunately, SETMED-L was developed specifically to assess the effectiveness of lectures in medical school, so the items may not be appropriate for UMD. Moreover, the authors investigated the efficacy of SETMED-L at two medical schools and found that

the instrument performed differently at the sites. These findings suggest that UMD should create a SET that is appropriate to the culture and practices at UMD, rather than blindly relying on an instrument created for another school.

The committee could also investigate the administration of SET. Currently, UMDs SET data are collected at the conclusion of a course. However, research suggests that student input may be best solicited during the course, when the instructor can still respond to feedback ([Brown, 2008](#)). Research also suggests that providing training to students on the role and importance of SET contributes to validity and improves response rate ([Spooren and Christiaens \(2017\)](#)). At present, student training on SET is minimal at UMD.

UMD should investigate the current use of set for personnel decisions and provide training to administrators and faculty on the appropriate interpretation and use of those data. The literature suggests that SET is often used as the sole/primary source of data for making personnel decisions (e.g., promotion, retention, tenure, merit pay) and giving teaching awards. Whether or not UMD decides to revise the existing SET, it is important to provide guidance to schools, departments, and faculty on the appropriate way to analyze and use SET data (for an overview of common mistakes, see [Hornstein, 2017](#); [Linse, 2017](#); [Stark & Freishtat, 2014](#)). This will help UMD avoid unintentionally disincentivizing effective teaching practices (e.g. active learning techniques or using data to improve instruction; [Darwin, 2017](#), [McKeachie, 1997](#)) and mitigate the risk of litigation (e.g., [Maffly, 2011](#)). In this effort, a group of educational measurement experts would be very valuable.

Appendix 6: IRPA Studies on UMD's Course Evaluation System

Preliminary Assessments of Instrument Functionality, Reliability and Validity (Fall 2006)

In Fall 2006, UM began piloting the University-wide course evaluation items. IRPA's examination of the descriptive statistics for the items revealed highly skewed response distributions; that is, the majority of students used only the positive end of the scale. All 13 Likert-scale items are highly related to each other and to one component, suggesting that the standardized questions are targeting a single topic of "overall" course effectiveness or satisfaction. IRPA's results do not seem to indicate that students view items relating to the course and items relating to the instructor as two distinct aspects of course evaluation.

Phone Interview Project (Spring 2009)

In spring 2009, IRPA conducted interviews with faculty who had high response rates. It identified anecdotal best practices, such as verbal and electronic reminders, and actions that demonstrate the faculty member's opinion that teaching is important. Interviews with students who did not fill out any evaluations identified that the most popular reason for not participating was that they were too busy and/or ran out of time.

Relationship between Response Rates and Ratings (Fall 2009)

In fall 2009, IRPA found that a visual inspection of average instructor score by response rate bands does not suggest a strong linear relationship. A multiple linear regression analysis showed the relationship between response rate and instructor score, although positive and statistically significant, has little practical significance. It noted that there is a large proportion of the variation in instructor score (95%) that cannot be explained when class size, course level, response rate, and academic discipline are taken into account.

Course Evaluation Differences by Instructor Race/Ethnicity/Citizenship and Gender (Spring 2018)

At the request of the Office of Faculty Affairs, IRPA studied whether differences in course evaluation results can be explained by differences in instructors' race/ethnicity/citizenship and gender. Given there is no "ground truth" measure of instructor quality, the study could not assess potential bias in evaluations. The study found that "there is little evidence for consistent differences between ratings for male and female instructors. Though there is some evidence for differences between race/ethnicity/citizenship categories, these differences are very small." The study did not address open-ended comments, which often inform impressions of bias more than numerical responses. **The report is included below.**

**STUDY OF COURSE EVALUATION DIFFERENCES BY INSTRUCTOR
RACE/ETHNICITY/CITIZENSHIP AND GENDER AT THE UNIVERSITY OF MARYLAND**

Amber Bloomfield, IRPA, February 2018

At the request of Faculty Affairs, the Office of Institutional Research, Planning and Assessment investigated the evidence for potential differences in the course evaluations used at University of Maryland. We explored ratings from the five Likert-scale items that are available to administrators (see Appendix) for all fall and spring semester undergraduate courses from Spring 2015 through Spring 2017.

To clarify the intentions and findings of this study it is first important to outline what these analyses are and, just as importantly, are not intended to investigate. These analyses investigate whether there are systematic differences at University of Maryland in the evaluation ratings received by instructors of different genders or race/ethnicity/citizenship categories. The analyses did not directly examine the presence of differences within specific departments; the pattern of course evaluations within a department might differ from the general pattern across the University. Further, this investigation does not explore the validity of the course evaluation items, in that we do not assess their ability to measure actual differences in course or instructor quality. Because we do not have a “ground truth” measure of course or instructor quality, these analyses cannot explore bias in evaluations. Finally, these analyses explore differences only in the five numerical evaluation items available to administrators, not in written comments or responses to other evaluation items. Table 1 shows the means and standard deviations in ratings by instructor gender and Table 2 shows this information by instructor race/ethnicity/citizenship category.

Table 1. Means (standard deviations) for raw administrator item ratings by instructor gender

GENDER	CHALLENGING	LEARNED A LOT	RESPECT	WELL- PREPARED	EFFECTIVE	AVERAGE	N
FEMALE	3.03 (0.96)	3.09 (0.98)	3.51 (0.77)	3.45 (0.82)	3.22 (1.03)	3.21 (0.74)	3,037
MALE	3.19 (0.89)	3.10 (0.98)	3.45 (0.79)	3.40 (0.83)	3.09 (1.09)	3.22 (0.73)	3,576

Table 2. Means (standard deviations) for raw administrator item ratings by instructor race/ethnicity/citizenship category

RACE/ ETHNICITY/ CITIZENSHIP CATEGORY	CHALLENGING	LEARNED A LOT	RESPECT	WELL- PREPARED	EFFECTIVE	AVERAGE	N
WHITE	3.13 (0.91)	3.11 (0.97)	3.48 (0.78)	3.43 (0.82)	3.16 (1.06)	3.24 (0.71)	3,473
NONWHITE	3.08 (0.96)	3.11 (0.98)	3.49 (0.77)	3.42 (0.83)	3.14 (1.07)	3.22 (0.73)	1,435
INTL	3.25 (0.85)	3.01 (1.01)	3.38 (0.85)	3.34 (0.88)	2.89 (1.20)	3.15 (0.77)	1,011
UNKNOWN	3.06 (0.95)	3.09 (0.98)	3.48 (0.79)	3.42 (0.84)	3.16 (1.06)	3.17 (0.77)	932

Using a mixed effects linear regression model, we examined the relationships between instructor gender and race/ethnicity/citizenship category¹ and average administrator item rating while controlling for other instructor attributes, course attributes, student attributes, and responses to other items on the evaluation instrument (see Appendix for full list of covariates). The data for all instructors of record who received ratings in one or more of the fall and spring terms between Spring 2015 and Spring 2017 were included, regardless of job category. Figure 1 shows the model’s estimated average ratings by instructor gender and race/ethnicity/citizenship category (note that these are predicted ratings and will not match the

¹ We coded “American Indian or Alaska Native,” “Asian,” “Black or “African American,” “Hispanic,” “Native Hawaiian or Other Pacific Islander,” and “Two or More” race categories as “Non-White” for analyses. Some of the race categories have very few members, which can complicate analyses; further, previous studies investigating the impact of instructor race on course evaluations have focused on the distinction between White instructors and instructors in other race categories. International instructors are instructors who are not US citizens, identified in our database as “Foreign” based on visa status. Instructors who are naturalized US citizens or permanent residents are not included in this category; these instructors are included in the “White,” “Non-White,” or “Unknown” categories as appropriate.

numbers shown in Tables 1 and 2). The relationship between gender and average ratings was not significant. There was a small but statistically significant impact of race/ethnicity/citizenship category. White instructors received slightly higher ratings across the five items (3.29) than Non-White (3.22), International (3.16), and instructors of unknown race/ethnicity (3.22). The differences appear negligible practically; their statistical significance is likely due to the large number of ratings included in the analysis.



Figure 1. Model-predicted administrator item ratings

Using a second mixed effects linear regression model, we also examined differences in how the individual items behave, as compared to the other administrator items, by instructor gender and race/ethnicity/citizenship category. The two items that show different patterns for instructors of different genders or racial/citizenship categories were the *Challenging* and *Effective* items (Figure 2; note that these are predicted ratings and will not match those shown in Tables 1 and 2). Although both genders tended to receive lower ratings on the *Challenging* item compared to their average rating across the other administrator items, the difference is estimated to be more negative for female instructors (3.00 versus 3.26), than for male instructors (3.19 versus 3.26). In contrast, ratings on the *Effective* item are estimated to be lower than ratings on other items for male instructors (3.12 versus 3.28), but to differ little for female instructors (3.19 versus 3.22). Ratings on the *Challenging* item are estimated to be lower for White, Non-White and instructors of unknown race/ethnicity compared to their ratings on the other administrator items (3.13 versus 3.28, 3.05 versus 3.22, and 3.07 versus 3.25, respectively), while estimated ratings for International instructors are similar on this item (3.22

versus 3.21). Instructors in all race/ethnicity/citizenship categories get lower ratings for the *Effective* item in comparison to the other administrator items (3.17 versus 3.26 for White instructors, 3.12 versus 3.22 for Non-White instructors, and 3.15 versus 3.23 for instructors of unknown race/ethnicity), but the difference for International instructors is larger (3.01 versus 3.26). In all cases, differences in ratings between gender and race/ethnicity/citizenship categories on the individual items are less than a fifth of a point on the 0-4 scale.



Figure 2. Model-predicted rating on Challenging and Effective items vs. other admin items

Summary

The results of our analyses indicate that, in terms of average administrator item scores, there is little evidence for consistent differences between ratings for male and female instructors. Though there is some evidence for differences between race/ethnicity/citizenship categories, these differences are very small. The results reported here represent an initial analysis investigating differences in course evaluations based on faculty characteristics.

Appendix

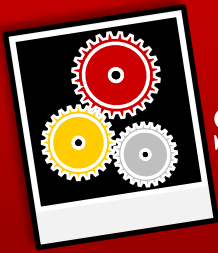
1. Administrator items included as dependent variables
 - a. *Respect*: The instructor treated students with respect.
 - b. *Well-prepared*: The instructor was well-prepared for class.
 - c. *Challenging*: The course was intellectually challenging.
 - d. *Learned a lot*: I learned a lot from this course.
 - e. *Effective*: Overall, this instructor was an effective teacher.

2. Covariates
 - a. **Course variables:**
 - Course college
 - Course level
 - Course meeting time
 - Delivery method of course
 - Average grade in course
 - Course credits
 - Term type
 - Academic year
 - Course duration
 - Section size
 - Response ratio for course instance
 - Classification as: Capstone, Diversity, Experiential Learning, Fundamental Studies, General Education, or Internship

 - b. **Instructor variables:**
 - Age
 - Experience
 - Job category (some collapsing of categories)
 - Percentage of experience at UMD
 - Full-time/part-time
 - Gender
 - Race/ethnicity/citizenship category (White, Non-White, or International)

 - c. **Student variables:**
 - Gender
 - Semester GPA
 - Race/ethnicity/citizenship category (White, Non-White, or International)
 - Grade in course
 - Semester attempted hours
 - Class standing
 - New
 - Interaction between student gender and instructor gender
 - Race/ethnicity/citizenship category match with instructor
 - Primary college match to course college

 - d. **Other Course Evaluation items:**
 - The standards the instructor set for students were... (Too Low, Appropriate, Too High)
 - Based on the quality of my work in this course, the grades I earned were...(Too Low, Appropriate, Too High)
 - Given the course level and number of credits, the workload was...(Too Low, Appropriate, Too High)
 - How much effort did you put into the course? (Little, Moderate, Considerable)
 - How does this course fit into your academic plan or course of study? (CORE or General Education Requirement, Major/Certificate/Minor/Program Requirement, Elective)



SELECTING COURSES AND USING SYLLABI

University of Maryland

2016 – Issue 1, AUGUST

This Campus Assessment Working Group (CAWG) Snapshot reports findings on junior and senior students' perceptions syllabi and how they select courses. The data included represent results from the University of Maryland Student Survey (UMSS), an annual survey administered by the CAWG Assessing Campus Experiences Subgroup (ACES). Respondents complete the survey during the spring semester in Professional Writing courses.

During the spring 2015 semester, out of 3,272 juniors and seniors enrolled in spring semester Professional Writing courses 2,201 (67%) completed the survey.

Race/Ethnicity:

- 53% were White:U.S.
- 16% were Asian:U.S.
- 13% were Black or African American:U.S.
- 8% were Hispanic:U.S.
- 4% were Foreign
- 4% were Two or More Races:U.S.
- 2% were Unknown:U.S.
- <1% were classified as Other, including American Indian and Hawaiian:U.S.

Gender:

- 53% were male
- 47% were female.

GPA:

- 31% had a GPA of 3.50 – 4.00 (the range for which students earn honors)
- 63% had a GPA of 2.30-3.49
- 6% had a GPA of 0.00 – 2.29 (the range for which students are flagged for advising intervention)

The demographic breakdown of respondents is representative of the university as a whole. The data below represent only the responses of survey respondents, not all UMD students; therefore, use caution when generalizing. Percentages may not sum to 100 due to rounding.

Syllabus Resources

In September 2012, the Student Government Association (SGA) passed a bill urging the University Senate to establish a policy to make syllabi available during class registration and the Senate voted in favor. In February 2016, the SGA passed a resolution urging the University to implement the syllabus bill passed earlier. Source: <http://www.dbknews.com/2016/02/16/umd-sga-passes-syllabus-resolution-to-revive-university-senate-bill/>

The University is committed to finding a solution and is actively working to provide one that meets these requirements. CAWG surveyed students on these questions to understand the value of syllabi and their experiences selecting courses. Note that students responded to these questions based on their current expectations and uses of resources, but these responses may change depending on increased availability of syllabi.

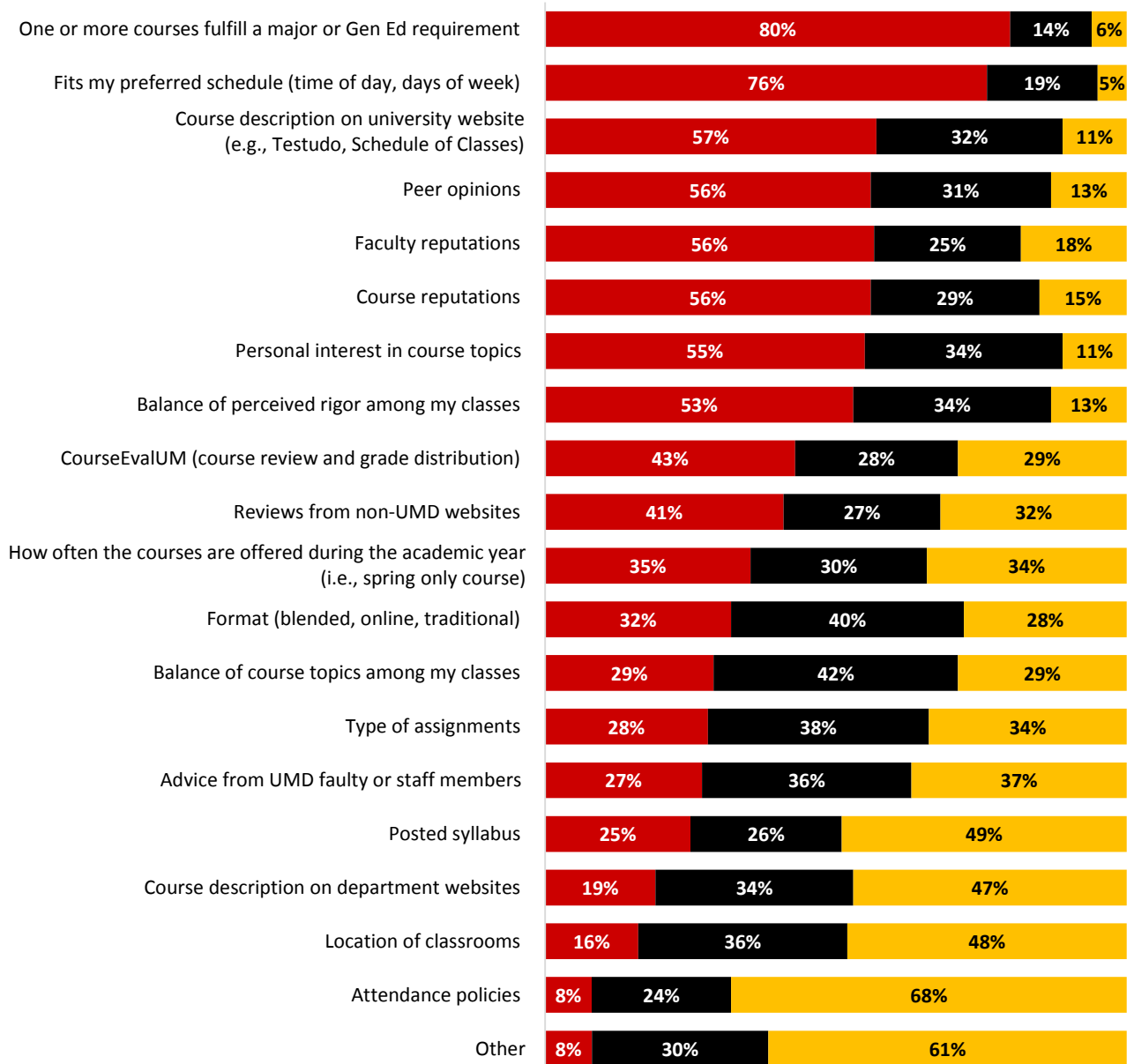
The Faculty Handbook and the Teaching and Learning Transformation Center (TLTC) have resources for creating syllabi:

- Syllabus Guidelines: <https://faculty.umd.edu/teach/syllabus.html>
- Useful Information for Preparing the Syllabus: <https://faculty.umd.edu/teach/useful.html>
- Beyond the Guidelines – Writing a Great Syllabus: <http://tltc.umd.edu/beyond-guidelines-writing-great-syllabus>

Selecting Courses

To what degree did you consider the following factors in choosing your courses this semester?

■ A major factor ■ A minor factor ■ Not a factor

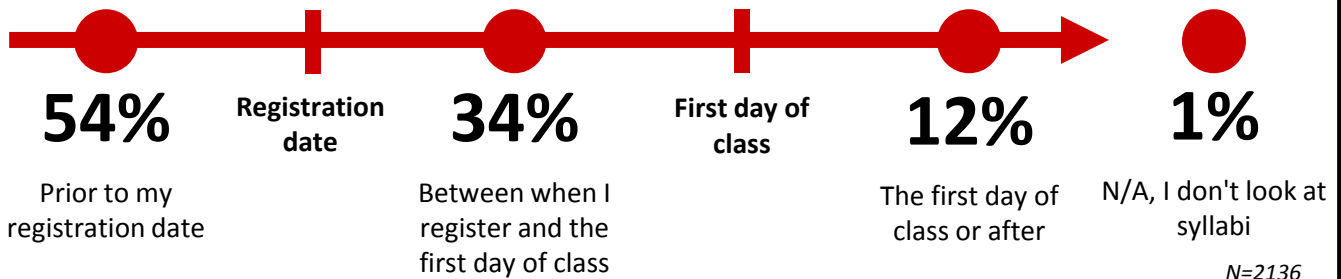


N=2183-2196, except "Other" where N=1583

- Logistical considerations are major factors – fulfilling a major or Gen Ed requirement (80%) and fitting a preferred schedule (76%).
- Course descriptions are more of a factor when posted on the university website than when posted on a departmental website (57% compared to 19%).
- Reputations and opinions (perception, faculty reputation, course reputation, reviews and evaluations) are more often a major factor in choosing classes than actual class design (format, posted syllabus, attendance policies, types of assignments).
- Fewer respondents cite location of classes and attendance policy as major factors in choosing courses.

Using Syllabi

Ideally, when would you FIRST like to see a syllabus? Select only one.



N=2136

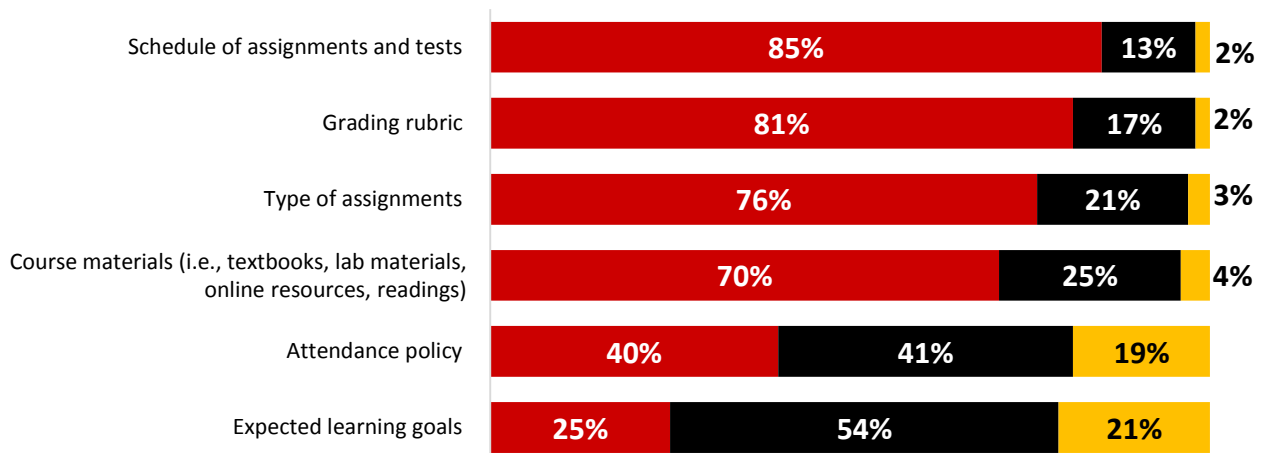
- The majority (54%) of respondents would like to see the syllabus prior to registration, and 88% want to see the syllabus prior to the first day of class.

Questions to consider: Why would 54% say that they want to see a syllabus prior to their registration date but only 25% consider a posted syllabus a major factor when choosing courses? How might these numbers change if all syllabi were made available earlier?



How valuable are the following elements of a syllabus?

■ Very valuable ■ Somewhat valuable ■ Not at all valuable



N=2182-2192

- Course design (schedule, grading rubric, assignments, course materials) is very valuable to more respondents than expected learning goals (25%).



The Campus Assessment Working Group (CAWG) regularly gathers and exchanges information about UMD student and alumni experiences. The group is charged with developing a campus "Culture of Evidence" in which data and assessment can inform campus decision making. Its three subgroups focus on freshman experiences, junior/senior student experiences, and retention and completion efforts. For more information, to view past reports, or to join a CAWG subgroup, please visit www.umd.edu/cawg.

Appendix 8: Sample Item Wording for New Constructs

Constructs that Assess Baseline and Best Practices in Teaching Effectiveness

- **Timely feedback** (e.g. “I get timely feedback on my work” or “The instructor returned assignments and exams in a timely manner”)
- **Clear assignment expectations** (e.g. “Assignment expectations are clear to me” or “The instructor provided guidance for understanding course exercises”)
- **Clear grading expectations** (e.g. “Grading criteria are clear to me” or “The instructor grades consistently with the evaluation criteria”)
- **Focuses on course content in class sessions** (e.g. “Class sessions help me learn course material” or “The instructor used time effectively”)
- **Value of required texts** (e.g. “The required texts (e.g., books, course packs, online resources) help me learn course material”)
- **Climate** (e.g. “The instructor helps students feel welcome” or “The instructor treats students with respect”)
- **Instructor support** (e.g. “I think the instructor wants students to succeed” or “The instructor was helpful when I had difficulties or questions”)
- **Quality feedback** (e.g. “The feedback (e.g., grades, comments, discussions, rubric scores) I get from the instructor helps me improve” or “The instructor provided constructive feedback”)
- **Scaffolding** (e.g. “My instructor helps me understand new content by connecting it to things I already know” or “The course presented skills in a helpful sequence”)
- **Cognitive engagement and/or rigor** (e.g. “The course developed my ability to think critically about the subject” or “This course was intellectually challenging”)
- **Alignment of instruction to assessment** (e.g. “Assessments (e.g., tests, quizzes, papers) relate to course content” or “Graded assignments helped me understand the course material”)

Constructs that Inform Student Registration Decisions

- **Course satisfaction** (e.g. “I would recommend this class” or “This course made me want to learn more about the subject”)
- **Instructor satisfaction** (e.g. “I would take another course from this instructor if given the opportunity” or “I consistently enjoyed coming to class” or “I enjoyed learning from this instructor”)
- **Time invested** (e.g. “On average, about how much time did you spend on this class each week (e.g., doing homework, meeting with project team, studying)?”)
- **Major/Non-Major** (e.g. “How does this class fit into your academic plan or course of study?”)

Constructs for Open-Ended Feedback

- **Positive aspects** (e.g. “What did the instructor do that helped improve your learning in this course?”)
- **Areas for improvement** (e.g. “What could the instructor do better or differently next time to help improve your learning in this course?”)


Constructs Related to Teaching Assistants

- **Climate**
- **Timely feedback**
- **Effective use of class time**
- **Open-ended item on positive aspects**
- **Open-ended item on areas for improvement**

Appendix 9: Charge from the Senate Executive Committee



**University Senate
CHARGE**

Date:	February 3, 2017
To:	Philip Evers Chair, Academic Procedures & Standards
From:	Jordan A. Goodman Chair, University Senate 
Subject:	Student Course Evaluation Improvement Project
Senate Document #:	16-17-24
Deadline:	December 15, 2017

The Senate Executive Committee (SEC) requests that the Academic Procedures & Standards Committee review the attached proposal that requests a review of the University's student course evaluation system and assess whether changes are needed.

Specifically, we ask that you:

1. Review the report and recommendations of the Task Force on Course Evaluations and Teaching (Senate Doc. No. 02-03-39)
2. Review the Re-evaluation of the Student Teacher Evaluations at UMD (Senate Doc. No. 10-11-06)
3. Review evidence-based best practices regarding student course evaluation systems and procedures at peer institutions and other Big 10 institutions.
4. Consider current scholarship related to course assessment.
5. Consult with various campus stakeholders (e.g., faculty, students, advisors, departmental and college leadership) to better understand their perspectives on current needs, frustrations, and points of satisfaction with the current evaluation process.
6. Consult with a representative from the Teaching and Learning Transformation Center.
7. Consult with a representative of the Office of Institutional Research, Planning, and Assessment (IRPA).

8. Consult with the University's Office of General Counsel on any proposed changes.
9. If appropriate, recommend whether the existing evaluation system including questions and processes related student evaluations should be revised and submit recommended revisions for Senate consideration.
10. If appropriate, recommend an evaluation strategy that utilizes incremental and comparative studies of any necessary changes to the student evaluation system in order to facilitate broad implementation.

We ask that you submit your report and recommendations to the Senate Office no later than December 15, 2017. If you have any questions or need assistance, please contact Reka Montfort in the Senate Office at [301-405-5804](tel:301-405-5804) or reka@umd.edu.

Attachment

JAG/rm



University Senate PROPOSAL FORM

Name:	Benjamin Bederson & Alice Donlan
Date:	January 19, 2017
Title of Proposal:	Student Course Evaluation Improvement Project
Phone Number:	301-405-3394
Email Address:	bederson@umd.edu; adonlan@umd.edu
Campus Address:	4120 McKeldin Library
Unit/Department/College:	Teaching and Learning Transformation Center (TLTC)
Constituency (faculty, staff, undergraduate, graduate):	Faculty, staff
Description of issue/concern/policy in question:	<p>Over ten years ago, the University of Maryland instituted student course evaluations on campus based on work from the May 2004 report to the Senate from the Task Force on Course Evaluations and Teaching (Senate document #02-03-39) which preceded Senate bill 10-11-06. There were 4 primary purposes of these evaluations articulated in the 2005 Final Report:</p> <ol style="list-style-type: none"> a. Formative evaluation: to provide diagnostic feedback to faculty for the improvement of teaching b. Summative evaluation: to provide one measure of teaching effectiveness for use in the APT and post tenure review processes and in annual productivity reviews c. Informative evaluation: to provide information to students for their use in the selection of courses and instructors d. Outcome evaluation: for the purposes of documenting student learning. <p>The Task Force outlined several recommendations to aid in the pursuit of these four purposes, including a recommendation that the University have a university-wide requirement for student evaluations in all undergraduate and graduate courses.</p> <p>Then, in 2010, the SEC received a proposal requesting a review of the current processes for course evaluations and the APAS Committee was tasked with reviewing the course evaluation system and considering whether it was consistent with the intent of the earlier Senate actions. The resulting Senate bill #10-11-06 recommended a</p>

	<p>few changes to the course evaluations system, including continued oversight of the CourseEvalUM system by a shared governance body, the development of unit-specific questions, and renewed consideration of a few specific issues, including how to better meet student needs through the course evaluations, how to educate students on the importance of civility in responses, and what efforts need to be made to ensure that APT dossiers include diverse documentation of teaching effectiveness.</p> <p>While the first instantiation of course evaluations made considerable progress, future efforts can build off of these recommendations to incorporate them into practice. We believe more can be done to improve the content and process of course evaluations to make the process more useful to campus stakeholders.</p> <p>Three concerns make this proposal particularly timely. First, the current system asks a parallel set of questions for student viewing, and personnel decisions, doubling the length of the survey instead of using questions for multiple-purposes. Second, principal components analysis of current evaluation data has shown that the current questions measure one overarching factor of course satisfaction, as opposed to measuring multiple, theoretically-grounded education constructs as it was originally designed to do. Third, recent research has identified significant bias in most student course evaluations that disadvantage female, ethnic minority, and other groups of instructors.</p>
<p>Description of action/changes you would like to see implemented and why:</p>	<p>We propose a process to evaluate and revise the current questions and procedures for course evaluations. In particular, we recommend designing the course evaluation to measure four pillars of effective education that comes from the education scholarly literature: classroom climate, course content, teaching practices, and assessment.</p> <ul style="list-style-type: none"> ● Classroom Climate: Is the classroom environment constructed by the instructor inclusive and supportive of learning? ● Course Content: Is the content up-to-date, appropriate for the level of the course, and relevant for learners? ● Teaching Practices: Does the instructor include evidence-based teaching practices, such as providing timely feedback, scaffolding new information on to prior knowledge, and incorporating active learning assignments? ● Assessment: Are the assessments of learning (e.g., tests, quizzes, graded assignments) valid metrics of learning outcomes?

	<p>Structuring the evaluation around these constructs will more effectively address the four stated purposes of course evaluations.</p> <p>We also anticipate that asking students about concrete classroom activities and practices instead of ambiguous questions about course satisfaction will serve to reduce bias.</p>
<p>Suggestions for how your proposal could be put into practice:</p>	<p>We recommend that the group tasked with addressing this issue perform several activities by first consulting with multiple campus stakeholders (e.g., faculty, departmental and college leadership, students, student leaders, etc.) to understand current needs, frustrations, and points of satisfaction with the current evaluation process. We recommend working closely with the Teaching and Learning Transformation Center (that has performed a preliminary review of other Big 10 school practices and scholarship) as well as IRPA to improve the process of course evaluation. They should also evaluate the best practices of other institutions and the current scholarship on course evaluations. The group should make recommendations to revise the evaluation questions and processes based on what it learns about campus needs and evidence-based best practices. We would suggest that the committee should develop its recommendation through incremental and comparative studies, so that any changes are well understood before being broadly implemented. The University could enact an experimental process that might include, for example, including new and old questions in the same class to compare them directly.</p>
<p>Additional Information:</p>	

Please send your completed form and any supporting documents to senate-admin@umd.edu or University of Maryland Senate Office, 1100 Marie Mount Hall, College Park, MD 20742-7541. Thank you!