



KENT STATE UNIVERSITY

FACULTY SENATE

TO: Members of the Faculty Senate and Guests **DATE:** April 4, 2016
FROM: Linda Williams, Chair of the Faculty Senate
SUBJECT: Agenda and Materials for the April 11, 2016 Faculty Senate Meeting

Attached you will find the agenda and the materials for the April 11th Faculty Senate meeting. As always, we will meet in the Governance Chambers at 3:20 p.m. Refreshments will be provided.

1. Call to Order
2. Roll Call
3. Approval of the March 7, 2016 Faculty Senate Meeting Minutes
4. Provost's Remarks
5. Chair's Remarks
6. Candidates for Chair Speeches/Elections (on-going)
7. New Business:
 - a. Charter and Bylaws Revisions (See attachment)
 - b. SSI Report (See attachment)
 - c. Policy on Faculty Conduct
8. Announcements / Statements for the Record
9. Faculty Senate Meeting Adjournment



FACULTY SENATE

Minutes of the Meeting

March 7, 2016

Senators Present: Vinay Cheruvu, Jeffrey Child, Ed Dauterich, David Dees, Vanessa Earp, Paul Farrell, Christopher Fenk, Mary Lou Ferranto, Pamela Grimm, Todd Hawley, Min He, Albert Ingram, Robert Kairis, Kathy Kerns, Jihyun Kim, Darci Kracht, Satyendra Kumar, Tracy Laux, Stephen Minnick, Oana Mocioalca, Jayne Moneysmith, Mary Mooney, Thomas Norton-Smith, Mary Beth Rollick, Susan Roxburgh, Andrew Shahriari, Denice Sheehan, David Smeltzer, Deborah Smith, Fred Smith, John Stoker, Terrence Uber, Roberto Uribe, Theresa Walton-Fisette, Donald White, Linda Williams, Kathryn Wilson

Senators Not Present: Ann Abraham, Patti Baller, Ali Erritouni, Lee Fox, George Garrison, Bruce Gunning, Susan Iverson, Jay Jahangiri, Cynthia Kristof, Larry Osher, Linda Piccirillo-Smith, Arden Ruttan, Robert Twieg,

Ex-Officio Members Present: President Beverly Warren; Senior V.P. for Academic Affairs and Provost Todd Diacon; Vice Presidents: Allan Boike, Paul DiCorleto, Shay Little, Ed Mahon, Charlene Reed; Deans: James Blank, James Bracken, Barbara Broome, John Crawford-Spinelli, Donald Palmer, Eboni Pringle, Amy Reynolds, Robert Sines, Deborah Spake, Douglas Steidl, Melody Tankersley; Director Robert Walker

Ex-Officio Not Members Present: Vice Presidents: Alfreda Brown, Gregg Floyd, David Garcia, Iris Harvey, Deborah Huntsman, Jeff McLain, Willis Walker; Deans: Sonia Alemagno, Mark Kretoivics, Susan Stocker

Observers Present: Jerry Feezel (Emeritus Professor), Fritz Yarrison (GSS)

Observers Not Present: Brian Cannon (USS)

Guests Present: Sue Averill, LuAnn Coldwell, Fashaad Crawford, Jan Crowther, Angela DeJulius, Nick Guttozzi, Mary Ann Haley, LuEtt Hanson, Paige Hill, Tess Kail, Karen Keenan, Deric Kenne, Mandy Munro-Stasiuk, Rebecca Murphy, Ken Slenkovich, Cynthia Stillings, Therese Tillett, Lana Whitehead

1. Call to Order

Chair Williams called the meeting to order at 3:20 p.m. in the Governance Chambers located on the second floor of the Kent Student Center.

2. Roll Call

Secretary Farrell called the roll.

3. Approval of the Faculty Senate Meeting Minutes of February 8, 2016

Chair Williams called for a motion to approve the minutes of the Faculty Senate meeting of February 8, 2016, noting that the attendance was not included and would be circulated later. A motion to approve the minutes as amended was made and seconded (Kracht/Rollick) and passed unanimously.

4. Remarks from President Beverly Warren

President Warren shared some of the updates that she would be presenting to the Board of Trustees. The first of these was a five-year enrollment and housing plan for the University. The intention is to move from projecting year by year to planning for a five year period. They are based on aspirational goals by 2021 of 85% retention from first year to second year and 65% six year graduation rate. Moving from the present 81% retention rate and 55% graduation rate will be challenging. The plan is for growth of 2,652 students, 1,654 students through increased retention, 273 transfer students, 205 first time freshman, and 520 graduate students coming predominantly from new online Master's programs. It is recognized that this will require an increase in tenured faculty of between 50 and 75 faculty.

President Warren reiterated her commitment to recruiting more faculty of color. To this end she has allocated \$1 million to new hires, working with Provost and Deans to make sure the aim is toward the hiring of a diverse faculty. It is hoped to add 10 new faculty of color by the fall semester of the next academic year, which would be a 20% increase in faculty of color at KSU.

The enrollment growth requires a corresponding housing plan. Because of the freshman and sophomore year requirement to live on campus, 30% of students live on campus. The aim is to add 420 additional beds by 2021. Those will come with a prospect of a new International living/learning residence hall. VP Mark Polatajko and VP Shay Little are working on this as a public/private partnership. The debt would be borne by the private partner and KSU would lease that space. The hope would be that it would be about 300 beds, about 50/50 in terms of international and domestic students. The University is also looking at the further development of a Greek village, which would add approximately 120 beds. We also know from a Kent City council presentation by the City Manager's office, that the area is predicting slightly over a thousand new beds by 2021.

Another initiative being presented will be the Healthy Campus initiative. This includes issues ranging from mental health, issues around sexual assault and abuse, as well as areas of physical health, and nutritional health. A first step will be the movement toward a tobacco-free, smoke-free campus. The goal is to have the cabinet approve the smoke free, tobacco free policy by May with a target of July 1, 2017 for implementation. This would initially be an honor policy without penalties.

Another update will be on the strategic vision for intercollegiate athletics. There will be a strong focus on student-athlete well-being, health and safety. The department will continue to be committed to a broad based athletics program, which means we will not eliminate any sports. We will emphasize men's basketball as the vehicle for identity and increasing sports revenue. There will also be a re-creation of the MACC Center. It is not planned to increase athletics' budget, rather to increase donor engagement. To address gender equity issues it is also proposed to add women's lacrosse in 2018.

Finally a report will be given on the committees related to effectiveness and efficiency. The committee co-chaired by VPs Polatajko and Mahon is looking for 1% of the University's annual budget in savings that could be redistributed and reallocated to priorities. KSU has also engaged a consulting firm to look at achieving savings in auxiliary services. The University is also looking at the eight mandates of the Governor's task on affordability and efficiency, which have to be replied to by July.

President Warren asked if there were any questions.

Senator Smeltzer asked if student athletes would continue to be fully scholarship supported, and President Warren replied that they would. Senator Uribe asked if something similar was being thought of for high school students who were high achievers academically. President Warren replied that intercollegiate athletics is a tremendous vehicle to attract those high performing students.

Senator Mocioalca asked about health insurance particularly for international student athletes. President Warren replied that she believed that international student athletes are covered through the sport and our insurance coverage, and that KSU is also upgrading its sports medicine facility to accommodate recovery from injury and the health and well-being of the athlete.

Senator Kairis asked if there was anything in the update about regional campuses. President Warren replied that there was not, but that KSU is working toward the implementation of the many recommendations of the one university commission, is searching for a VP for system integration, and that undergraduate student government moved this year to establish student government groups on all campuses.

Senator Roxburgh asked about research centers and whether there would be an effort to collect names of current faculty who would like to be associated with those centers. When Dr. DiCorleto joined KSU, a Research Advisory group was created consisting of faculty and deans to give broad input to RASP. They recommended the potential centers of excellence. The belief is that the greatest prospects for distinctiveness and for increased funding will come when multiple disciplines come together to resolve a real world challenge. The area of brain health is likely the first one due to KSU's strengths in that area. The identification of interested faculty would come later.

Senator Grimm asked whether, with growth in student numbers, the classroom space needs have been considered. Associate Provost Tankersley replied that some of the growth would be online growth. President Warren replied that at VCU they had advocated to the state legislature for a classroom building.

Senator Kracht asked whether the 50 to 75 new faculty would include replacing retired faculty, and how faculty lines would be allocated. President Warren replied that they were new positions in addition to replacing retirements. In allocating new ones it would make sense to deploy faculty lines to academic programs that are on a trajectory, either in enrollment, or in national attraction of students and faculty. Another would be to aid in doubling our research. We might also deploy funding to a dean and to a department to advance the research centers of excellence.

Senator Deb Smith asked what doubling our research meant and remarked that research and funding were not the same thing. President Warren replied that, if we double our external research funding it means we have increase our strength as researchers here at KSU.

Senator Fenk asked about the vision for faculty at regional campuses. President Warren indicated that the initiatives she had discussed were somewhat Kent centric. President Warren replied that to have more TT faculty on regional campus we may need to consider creative solutions like multiple campus engagement.

Chair Williams suggested that, for every semester student athletes increase their GPA by .1 up to say 3.8, the next semester they should get their books free or a similar incentive.

5. Remarks from Faculty Senate Chair, Linda Williams

Chair Williams remarked that she was not getting much response to her requests for volunteers for committees. She needed volunteers for the review of Dean Nemeth and for the search committee for the Associate Provost for Academic Affairs.

Chair Williams then ceded her time to Paige Hall, a student who would share her experiences and concerns related to the Kent Talks discussion on race. Ms. Hall is a psychology graduate currently in the master's program for school counseling and is also a graduate assistant in exploratory advising. The question she was asked to address was what she thought the faculty should know about the experience of being an African American person at KSU?

Ms. Hall indicated that sometimes in the classroom she feels intimidated to speak up when no one in the class looks like her or where the only person who does is on the other side of the classroom. This was alleviated when the instructor was very inclusive and made the environment feel safe to voice my opinion. Black students do get harassed on campus and off. For example, students told of incidents such as being spat on at bus stops, not being believed by cashiers at Wal-Mart that they had purchased the prescription medication they had, or the case where the campus rock was painted black and had a swastika painted on it. These cause black students to feel uncomfortable, and to contemplate dropping out, or transferring to another school or move off campus or back home because they don't feel safe.

She indicated that it is important to have a place like Oscar Ritchie Hall and multi-cultural center as a safe place where African-American students can go and feel comfortable to be themselves. It would be helpful to advocate for our students and let them know there are places like this on campus so they can get in touch with faculty that they can consider allies, or other faculty of color. It was only when she went to class with all black students and a black professor that she realized that she had never had a black professor until coming to college. She felt more comfortable in the class because the professor and the other students looked like her. Black students may not go to office hours and ask for help because they're not sure how the teacher will respond.

Senator Deb Smith asked whether there was anything one could post on an office door to indicate being a white ally similar to the pink triangle for LGBT support. Ms. Hall suggested something like a black power picture or one of President Obama with sunglasses on.

Senator Dauterich asked whether there was something specific an instructor did to make it a little better. Ms. Hall replied no, but that there were occasions where the instructors comments in class made her think "did anyone else hear that" and where another student of color reached out to ask whether she felt a certain way about the comments in class.

Senator Kerns asked whether she could give examples of the kinds of comments. Ms. Hall replied that she was in a class discussing shootings on the anniversary of Columbine and the professor mentioned that black mothers had advocated for their children and said their children get shot every day and no one has an anniversary for it. In another class, which had been discussing the movie Compton, the discussion moved to music in the context of culture, and the professor mentioned that he hated rap music. This seemed a strange thing to say after talking about a movie that had to do with African-American history. Another case was where a professor indicated that at a school at which he had worked he would always make students take bandanas off. One of the students in the class reached out to her and said how it was very offensive to them because bandanas are used to keep the hair out of their face while working in the coal mine and it's used for accessory purposes, and the professor kept making it seem like it was gang related.

Dean Broom thanked her for sharing. People say this is not 1960. Things have changed but they have not changed that much. She discussed what faculty could do in classrooms to make students more comfortable. Sometimes it's making eye contact, smiling, addressing people by name. Do not say those people, or those guys. Do not categorize people. Being a black faculty she sometimes is the only black person in the room and it is exactly the same way. You have to let people know you are intelligent. Sometimes you have to call a professor out and say that you are really not appreciative of the way they are speaking. Even in clinicals she has had people who said she must be from housekeeping and patients say to her that they don't want her to take care of them.

Chair Williams thanks Ms. Hall and said that we were proud to have her as an alumnus and a current graduate student.

6. New Business:

a. Professional Standards Committee: Recommendations for Changes - Policy on Office Hours

Chair Williams introduced Senator Grimm, who is Chair of the Professional Standards Committee to present the recommendation. She pointed out that the existing policy is pretty vague, and does not take into account some major ways education has changed since 2007 when it was passed. More specifically it is completely silent on the point of online classes or electronic communication with students. The draft policy is explicit about when office hours should be published and the period of time they should be covering, it differentiates between requirements for FT faculty and Adjunct faculty or part-time faculty and summer semesters, and it also recognizes and acknowledges that office hours can be held electronically.

Senator Kerns inquired whether the phrase 'instructor of record for one or more courses' was supposed to distinguish that people on sabbatical were not required to do this, because even when on sabbatical you can be instructor of record for things like dissertation or thesis supervision. Senator Grimm replied that the intention was not to require office hours of faculty on sabbatical.

Senator Mocialaca moved and Senator Norton-Smith seconded to make the item an action item. The motion to make it an action item passed. Senator Norton-Smith proposed and Senator Uribe-Rendon second the motion to place it on the floor.

Senator Kracht asked whether faculty were supposed to have the same office hours every week. She indicated that a colleague had a web site where students could schedule appointments at specific times, so on a week-to-week basis the office hours are occurring at different times, and had seen an increase in attendance at office hours as a result. Senator Grimm indicated that the committee had not envisioned that level of variability but what the faculty member is doing is essentially making those office hours at the most convenient times for the students by allowing the students to designate when they want their office hours. She thought that should be discussed and was personally in favor, since it actually represents a higher level of service than having a fixed set of hours. The only place it's really problematic in terms of the proposed policy is the requirement of publishing the office hours in the department offices. A friendly amendment that would say having office hours or an office hour designation policy published in the departmental office for a given faculty member would cover that case.

Senator Dauterich proposed and Senator Kracht seconded such a friendly amendment.

Senator Wilson voiced concern at the possible abuse of the policy for example by a faculty member saying the policy is that they have office hours for two hours a week. Senator Grimm suggested that this might be addressed by adding language that specified that the policy meet the minimum requirement of five hours a week.

Senator Roxburgh asked for clarification about the summer hours part. It says in summer semester the expectation of availability will be adjusted proportionally depending on the number of credit hours assigned. That implies that, if you are teaching six hours and need five office hours during the regular semester, then if in the summer you are teaching 3 hours, you need 2.5? She asked

whether it is also related to the total number of students. Senator Grimm replied that was the case, since with fewer students the expectation is you would need fewer office hours.

Senator He asked whether for distance learning courses it should be interpreted as physical office hours are not required. Senator Grimm replied that was so. We might want to consider requiring online office hours for faculty teaching online because of students in other states or countries. All the draft policy does is say that it is possible that online office hours are the best solution, but it does not require them. Senator He was supportive, pointing out that faculty teaching distance learning courses spend much more than five hours over the weekend, holidays and at night. She does see some local policies requiring that distance learning courses have physical office hours however. She asked that the policy make it clear that these were not required.

Senator Fred Smith asked for clarification of the motion.

Senator Laux asked, whether the proportional adjustment of hours will reflect the fact that the total load is different for non tenure-track and tenure-track faculty.

Senator Wilson suggested it would be better to adjust it depending on the number of credit hours. In some classes it might be important for students to have access to instructors for 5 hours, and in other it may not.

Senator Farrell said he would be opposed to that because some chairs or deans were trying to make instructors of 3 hour classes have 5 office hours a week during summer. That seems unreasonable unless they received additional remuneration.

Senator Kairis asked whether the motion said that faculty could choose either in person or online office hours. It doesn't seem sensible for someone teaching in person to have only online office hours.

Senator Grimm indicated that it also does not say someone teaching only online should have online office hours. That could be addressed by specifying that the mode of at least some of the office hours should be consistent with the mode of course delivery.

Senator Roxburgh asked what problem Professional Standards was trying to solve in changing the policy.

Senator Grimm indicated that based on Senator Farrell's comments that it was some faculty either being prohibited from offering online office hours or the number of hours being required for somebody, for example, teaching a 1 credit hour course in the summer and being required to have an additional 5 hours of office hours. Requiring 5 hours if somebody were an adjunct who is also working part-time or full-time, coming in one evening a week, it would be really onerous. So one might consider making those office hour requirements proportional to the number of students you teach. The easiest and probably most effective way to operationalize that is proportionally to make it proportional to the credit hours being taught.

Chair Williams sensed that there were a number of issues that Senate wished the Professional Standards to consider. Senator Norton-Smith moved to refer the matter back to committee and Senator Deb Smith seconded.

Chair Williams asked whether there was any discussion and Senator Child asked whether the policy referred only to summer hours and Senator Grimm indicated that it did not. Senator Child suggested that the committee consider not eliminating face to face office hours. A lot of online teaching tends to be to people in the dorms who have complex issues and want to come over and talk face to face.

Senator Grimm returned to the issue of faculty on sabbatical with doctoral students. She believed that, in those cases, faculty worked remotely with students. She suggested it might be onerous to require office hours of faculty on sabbatical. Senator Farrell suggested specifying the instructor of record of one or more courses other than thesis or dissertation.

Senator Mooney pointed out that in the College of Podiatric Medicine, the students have a large number of courses, around 20 hours a week. She could have office hours and she would never see a student during those times because they would be in someone else's class. You may have posted office hours, but students send an email and you set up a time you can meet. As long as everybody gets what they need you have done your job. We should ask what the reason is for having office hours. And what is the best way to accomplish that goal? Senator Grimm indicated that she has not seen faculty denying access to students, but rather they go out of their way to meet with students. She thought these policies are really addressed to outliers on both sides who might be doing something unreasonable. We need to make sure the language is sufficiently flexible so it works to the advantage of the student. We might be well-served by a general statement of principle at the beginning of this passage saying that the goal of office hours is to allow students to have access to faculty to address a variety of interests and concerns. Senator Kerns suggested including the phrase "or by appointment" and to reword the part about instructor of record, it might be simplest just to say 'during each semester in which a faculty member is not on sabbatical he/she is required ...'

Senator Norton-Smith suggested that Senators send their comments to Senator Grimm for the Committee. Chair Williams called the vote on the motion to return the matter to the professional standards committee for further clarification. The motion was approved.

b. Discussion on Graduate Application Process

Chair Williams indicated that this was a discussion item to address concerns over the graduate application process. A sophisticated and efficient process is desirable, since we are in competition with other Universities for these students.

Senator Grimm responded that she had contacted some of her colleagues and they have three major concerns. Firstly, our application is one of the very few left done by email. Most are done using web based application processes. Secondly, once the applications are sent the processing time at the university level seems to be really long, because they are not forwarded until they are complete, they are often waiting on things like transcripts, especially for international students, and letters of recommendation. And again, those are also done via email not electronic interface. Lastly, once everything is completed and forwarded to the unit, the graduate coordinator logs into the system and has to download the applicant's file page by page then convert it to pdf in order to save them with the object of sharing with the committee that is reviewing applications and find some way to share them, a tedious process. Also FERPA protected information may be available in places that it shouldn't be simply because we are having difficulty accessing in a secure environment.

Senator Wilson indicated that there were also problems when one is submitting a letter of recommendation. She gets too many letters for students applying to say a master's program at KSU, and the email doesn't know that she is a recommender instead of somebody else. The level of professionalism she sees in our current system doesn't reflect well.

Senator Kerns said with the web based systems you get a reply saying that they received it. At Kent, you get a reply from our graduate college says 'we're overwhelmed, it may take a few days for us to respond to your email.' Senator Fenk indicated that there are nine different ways to apply

for graduate admission to KSU on our admissions web site. Senator Dauterich requested that, if we go to a web based system, we should not have one that will make us enter all of the information we already include in a letter of recommendation.

7. Announcements / Statements for the Record

Tess Kail indicated that KSU is implementing a PR campaign to help student veterans feel more welcome on campus and asking students, faculty and community members to take the pledge to support student veterans. There is a brochure available including the web site, where you can get more information.

President Warren indicated that she felt she misspoke about her remarks being Kent-centric. The non-smoking and effectiveness and efficiencies are both eight campus initiatives. The only thing Kent-centric was the housing remarks.

Chair Williams reminded faculty to submit names for the review and search committees.

A video on the climate study was shown.

Senator Stoker indicated that in his long institutional memory, the reason that dorm residency was first made mandatory was pragmatic, giving that the University had to pay off the bonds that built them. He was surprised that a local judge agreed that the University had the right to tell 19-year-olds where they had to live. He suggested that rather than building more dorms now the University could examine that residency requirement.

8. Adjournment

Chair Williams adjourned the meeting at 5:05 p.m.

Paul Farrell, Secretary
Faculty Senate

attachment(s)
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Faculty Senate Executive Committee Minutes of the Meeting

March 30, 2016

Present: Linda Williams (Chair), Deb Smith (Vice Chair), Chris Fenk (At-Large),
Ed Dauterich (Appointed), Oana Mocioalca (Appointed).

Guest(s): Dr. David Dees, Provost Todd Diacon, Associate Provost for Academic Affairs
Melody Tankersley

1. Call to Order

Chair Williams called the meeting to order at 3:00 p.m. in Room 352 of the University Library.

2. Chair Williams informed the Executive Committee members that Office Secretary Tess Kail has taken a leave of absence effective immediately.

Chair Williams has made a request to HR for an interim secretary.

3. Student Survey of Instruction Review Committee:

Dr. Dees presented a second progress report for the Student Survey of Instruction Review Committee.

An extensive discussion ensued. The issues discussed included:

- Amount of money possibly saved by having the surveys online.
- The presence of an instructor in the classroom while students are completing their online surveys.
- The presence of an "overall" question in the survey.
- The various methods that could be employed in evaluating teaching.
- The possibility of completing the surveys during the exam week.
- The total length of the survey.
- A few minor typos.

4. After discovering that the Department of Philosophy had not received compensation for Chair Williams and Vice Chair Smith's course offloads, Chair Williams asked Senators

Mocioalca, Fenk, and Dauterich to make sure their Departments received the compensation for their work in the Executive Committee.

5. Set Agenda for the Faculty Senate meeting of April 11, 2016

The Executive Committee added Student Survey of Instruction and Charter and Bylaws reports as well as elections of next year's Executive Office members to the agenda.

6. The Agenda for the Faculty Senate meeting of May 9, 2016 was discussed

End of the semester reports were added to the agenda.

7. Meeting with the President and Provost

Provost Diacon arrived at 4:07pm. President Warren was not present due to a conflict in scheduling.

- a. Provost Diacon announced that the university has made ten diversity hires this year and the automatic transfer of grades from Blackboard into Banner is available starting this Spring Semester. Senator Mocioalca mentioned the lengthy wait for some of the offer letters. Provost Diacon informed the Committee that several offer letters were recently signed by himself and President Warren.
- b. A few issues were brought to the attention of Provost Diacon. First was the immediate need of an interim Office Secretary. Then Vice Chair Smith mentioned that the formatting of several University Policies in the Policy Registrar webpage seems to have been lost during the migration to the Drupal platform. Senator Fenk remarked that he heard that the Chemistry Department was going to water down some of its courses by reducing the number of lab contact hours as well as using virtual labs. The reason given was the alleged budget crisis. Vice Chair Smith mentioned that many administrators seemed to incorrectly believe that KSU is in a budget crisis. Since we are waiting for the RCM 2.0 version, the watering down of lab courses was even more puzzling.
- c. Provost Diacon informed the Committee that, due to Federal rules, KSU will have to drop offering health insurance to its GAs. He suggested we invite Associate Provost Melody Tankersley to clarify the issue.
- d. Associate Provost Tankersley arrived at 4:40. She explained that the Department of Labor declared that GAs are not employees of the university but rather students; therefore, the IRS decided that universities are not allowed to offer them health care coverage. This law will be enforced starting January 1st 2017. This applies to all USA universities, but in Ohio, only four universities offer such a benefit, hence only four universities will be affected. A couple of options were discussed.
- e. Vice Chair Smith and Senator Fenk brought to the attention of Provost Diacon a few problems with the University Bookstore webpage.

8. Adjournment

Chair Williams adjourned the meeting at 5:05 p.m.

Oana Mocioalca, Executive Committee
Faculty Senate

Student Survey of Instruction Review Committee Faculty Senate Report

Introduction

In May 2015, the Faculty Senate of Kent State University passed a motion to conduct a thorough review of the current Student Survey of Instruction (SSI). This motion included the following elements:

- 1) The pilot program will be ended following the completion of summer term courses 2015.
- 2) For AY 15/16, Student Surveys of Instruction will be conducted in paper format for all in person classes in all colleges.
- 3) A representative ad hoc committee will be appointed as soon as feasible to complete a comprehensive review of the current Student Survey of Instruction. This committee should examine all elements including
 - a) identifying questions appropriate for face-to-face and online environments,
 - b) best practices for the online delivery of student surveys,
 - c) best practices for the timing and delivery of student surveys, and
 - d) interpretation practices that provide a better understand of the survey findings.
- 4) The ad hoc committee review will be presented to the Faculty Senate at the April 2016 Faculty Senate meeting, or an earlier meeting if possible. The Senate will then decide on a further plan of action.

In early October 2015, an official call was made to identify interested participants. In an effort to increase participation and to diversify input and perspectives, a working committee was formed along with an advisory group that would, periodically, provide input to the committee. Both the working group members and the advisory board are listed at the end of this document. A variety of other events occurred during October to gather input from the university community. These events included:

- Center for Teaching and Learning and the Stark Campus held an event entitled *"Student Surveys of Instruction: What do they tell us, how did we get here, and where are we going?"*
- At the monthly Faculty Senate meeting, Dr. Deborah Smith presented on issues associated with our current interpretation practices.
- The Faculty Senate fall retreat focused on issues with the student surveys of instruction.
- ssireview.kent.edu was formed to provide a virtual space for community input on the review process.
- The working committee gathered for the first time to start the project.

Executive Summary

First and foremost, the committee believes that using student surveys of instruction for evaluation of faculty performance must be done with extreme caution and **ONLY** in the context of a variety of other sources of information. Student surveys alone cannot objectively measure quality of instruction. However, an extensive review of the literature has found that, if asked the right questions in the proper format, students can provide valuable insight for improvement.

Second, the committee believes that a significant change to the style and format of the questions is long overdue. We propose that a limited number of select "core" questions should be utilized university-

wide. These core questions are outlined below. Like other universities, the committee also believes that Kent State should utilize a menu-based approach that allows for units to select questions that they deem relevant for the instructional context (online, large lecture, seminar, etc.). Finally, the committee suggests that individual faculty also be allowed to select a number of questions that are solely for formative assessment and where the results would only be available to the individual faculty member. Therefore, each survey would have a) a small group of core questions, b) a group of questions chosen by the unit, and c) a group of questions chosen by individual faculty members.

This format will allow for addressing the committee's commitment to creating a structure that can be used in our current evaluation processes while also providing some formative feedback that can be used by faculty for pedagogical/curricular improvement.

Third, the committee contends that a variety of student focus groups need to be conducted in the future. This data obtained from such groups is important to gain insight into how students interpret these questions, think about the process overall, and identify what will increase their incentive to providing informed responses.

Committee Recommendations

The committee suggests the following recommendations at this time:

1. None of the current questions meet the goals of appropriate assessment of faculty instruction. The committee believes that entirely new questions in an entirely new format are necessary.
2. The committee recommends that this form be delivered in an online format. An online form allows for more design freedom in the questions utilized, more complex analysis of the data, and is an environmentally sound solution. However, for this to be successful, the research (Berk, 2013; Goodman, Anson, & Belcheir, 2014; Hativa, 2014) has shown that students must be incentivized to complete the form. There are several ways to accomplish this including providing extra credit, holding grades, awarding significant prizes, introducing marketing strategies, etc. The committee recommends that significant prizes be awarded randomly to students that complete the surveys (e.g., FlashCredits, free tuition, gift certificates, etc.). Additionally, the committee encourages departments to consider other course-level strategies to increase participation. These approaches, connected with a marketing campaign that explains the use and importance of the surveys, should encourage a higher response rate. *The money for these prizes can come from the cost savings currently associated with printing and distributing the hard copy forms.*

If the faculty senate approves this concept, the committee would like to conduct focus groups with Kent State students to see what incentives would work best for our population.

There are other strategies noted in the literature that can be used to increase response rates such as utilizing mid-point formative reviews. However, that is beyond the scope and charge of this committee.

3. The committee suggests some specific changes to the participant overview section. The following changes are suggested:

- a) Choices for question one should be changed to:

Major-Minor-Kent Core-CCPlus-Elective-Other

- b) Instead of how many classes you missed, the group suggested the following:

On average, how many hours per week did you spend on this course?
1-3, 4-6, 7-9, 9-12, 12+

The rationale for this change was that the group believed that hours spent working on a course provides more useful information regarding student performance than simply measuring self-reported attendance. However, since this is still self-reported data, it should be interpreted with caution.

- c) The group also suggested a change to the grade point average answer options to:

<1.5, 1.5-1.9, 2.0-2.4, 2.5-2.9, 3.0-3.4, 3.5-4.0

Again, the rationale behind this change is to allow the faculty member to conduct an analysis on the relationship between reported GPA and student survey responses. Additionally, there may be information that students at different levels can offer that can improve faculty performance.

4. Based on the values of professor qualities, classroom approaches, and/or curriculum designs that we believe are representative of Kent State, the group has suggested the following *core questions for all sections*:

- a) My instructor challenged me to think.

Almost Never	Rarely	Sometimes	Often	Almost Always
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- b) My instructor explained the material clearly.

Almost Never	Rarely	Sometimes	Often	Almost Always
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- c) My instructor created an environment for mutual respect.

Almost Never	Rarely	Sometimes	Often	Almost Always
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- d) My instructor was committed to helping students learn.

Almost Never	Rarely	Sometimes	Often	Almost Always
--------------	--------	-----------	-------	---------------

It is important to note that, if offered online, the committee would like to see targeted open-ended response questions that are based on student initial rankings. For example, if a student selected "almost always" for "My instructor was committed to helping students learn," there would be an open-ended question that asked the student to give one or two specific examples of the professor showing this commitment. If the student answered "almost never," the open-ended response would ask the student to offer suggestions for improvement.

This is critical to the committee. This format models the committee's belief in the importance of formative feedback for the professor. It also connects with the idea that student comments can provide useful insight into student perceptions. Again, the online format allows for this type of directed questioning.

5. The committee believes that not all questions are appropriate for all settings. Therefore, individual units and faculty should be given the opportunity to design surveys that match the goals and learning experiences of each course. This has become a popular model at other universities, such as Purdue University. To address this issue, the committee suggests the following format for each survey:

- A) Core University Questions (limit to 4 noted above)
- B) Unit Selected Questions
- C) Individual Faculty Selected Questions

The core and unit questions could be used for university review practices that are outlined by policy. The faculty selected questions are for the faculty member's use only. This models the committee's aspiration to find a way to use these evaluations for both summative and formative purposes. The survey should be limited to no more than twenty questions. The PICES Item Catalog (attached) could be used to select initial unit and/or faculty selected questions to be included in the survey.

The Center for Teaching and Learning will provide support on question selection for units and individual faculty members.

6. The committee agrees that using the means in comparison with norming groups is NOT good practice and should be stopped immediately. Using the distribution of scores to analyze faculty performance, although flawed, provides better data regarding the course. The Center for Teaching and Learning will identify and provide best practice examples of analyzing student evaluation data. The Center for Teaching and Learning will provide materials outlining these best practices and training for administrators and RTP committees for using student evaluation data for employment decisions.

7. The research on summary evaluation questions is divided. In most cases, it appears that summary questions can be reliable if the preceding sections of the survey are well designed and provide a broad sampling of various measures. Because the committee wants to allow units to select relevant questions, some units may have more diverse and insightful options than others. Therefore, the committee is concerned that a mandatory summary question may provide accurate data in some cases but not in others. The committee encourages Faculty Senate members to take this matter to their constituents to identify the various opinions on summary questions. Some possible summary questions to consider include:

- 1) Considering your responses above, overall, how would you rate this course?
Very Poor - Poor - Fair - Good - Excellent
- 2) Considering your responses above, overall, how would you rate this instructor?
Very Poor - Poor - Fair - Good - Excellent

3) Considering your responses above, overall, how would you rate your learning experience in this course?

Very Poor - Poor - Fair - Good - Excellent

8. The committee agrees that the following language should be used at the introduction of the survey:

The Student Survey of Instruction is an important part of your learning experience at Kent State University. Each survey is analyzed and used to evaluate the instructor, curriculum, and overall learning atmosphere. Your input is critical and this is your chance to provide input into your own and future students' educational experiences. We hope you provide honest feedback with specific examples of both positive and negative aspects of this course.

9. The committee agrees that the surveys should be delivered during the final portion (3 weeks for a 15 week course) of the semester. This includes the final exam meeting as well. This provides an extensive period for faculty to identify the best time for student surveys.

10. In the short term, the committee suggests that for face-to-face courses faculty should follow the procedure outlined in the previous pilot study. In this study class time was set aside and students were either provided with computer access or utilized smartphones, tablets and/or laptops to complete the survey. Setting aside class time for this purpose signals the importance of the surveys and will affect the response rate. Online courses should continue to follow current practice, but again, are encouraged to implement incentive strategies approved by the units.

11. The committee recommends conducting a series of focus groups with students to see if having the professor in the room actually influences survey responses. In the meantime, the committee suggests continuing with the current practice.

12. The committee recommends that the student surveys of instruction be addressed during the First Year Experience course. These surveys have become an important part of our culture and a clear understanding of the purpose this information should be an integral part of our students' experiences.

Conclusion

The committee understands that implementing all of these recommendations will take time and will require some pilot testing. However, some of these suggestions (3, 6, 8, 9, & 12) can and should be implemented immediately. Each item would only require minor changes to the current practice. The other elements will require pilot testing from various units and data collection from different student groups. Given the use of these surveys in our current evaluation structures, it is critical that this project be completed in the proper manner. Student input, when done well, can provide insight into the quality of the learning experience. But, any data set is only as good as the sample collected. These recommendations will improve the quality of the data used in our university commitment to provide high quality learning environments for all students.

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University Policy Regarding Consensual Relationships And Other Relationship-Based Conflicts Of Interest

(A) Purpose

Kent State University's mission is to "transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment." The University's commitment to a learning and workplace environment free from exploitation, favoritism, and other conflicts of interest aids in the fulfillment of its vision and mission.

The exploitation and coercion of students, colleagues, and subordinates clearly harms the University community. However, there is potential harm arising from consensual relationships between faculty, advisors, coaches and their students, between faculty members and their colleagues or administrators, and between supervisors and employees. A consensual relationship between a faculty member and a student invites actual or perceived favoritism in evaluations and bias in authoring recommendations, endangers the quality of graduate research and threatens a student's advancement and success in the profession. Such a relationship between faculty colleagues invites actual or perceived favoritism in reappointment, tenure or promotion evaluations and merit deliberations. A consensual relationship between administrators may also invite actual or perceived conflicts of interest, specifically in cases in which the work relationship is such that one or both parties has the potential to influence material outcomes for the other. In general, such relationships between supervisors, employees or colleagues invite innumerable opportunities for coercion, favoritism, and other conflicts of interest, whether the relationship is between, say, a department chair and faculty member, a dean and secretary, or a maintenance crew chief and subordinate, including unfair work expectations, biased performance evaluations, and unjustifiable awards or promotions.

Potential for conflict of interest and bias does not cease with the ending of a relationship. The potential harm arising when a consensual relationship ends while both parties remain members of the University community include those discussed above, but also include the possibility of retaliation or other punitive actions. Normally, retaliation or other punitive actions would be considered harassment, which is addressed in University Policy Regarding Unlawful Discrimination and Harassment 5-16. However, the fact that a consensual relationship existed may be relevant to an investigation of harassment.

This policy intends to address the potential harm that could arise from consensual relationships and other relationship-based conflicts of interest. Non-consensual situations are covered under the University policy on sexual harassment (University Policy Regarding Unlawful Discrimination and Harassment 5-16). Other consensual relationships between members of the University community are neither addressed nor prohibited by this policy, as long as neither party has a professional influence or authority over the other.

(B) Definitions¹

For purposes of this policy, the terms "Kent State University," "student," "employee," "faculty," "supervisor," "familial relationship" and "consensual relationship" are defined as follows:

- (1) "Kent State University" denotes all eight campuses of Kent State University and related entities operating under the auspices of Kent State University at any location.
- (2) "Student" denotes all who are enrolled or participating in any offering provided by Kent State University.
- (3) "Employee" denotes anyone employed full-time or part-time by Kent State University, including volunteers and unpaid interns.
- (4) "Faculty" denotes all full-time and part-time employees charged with academic instruction, including academic advisors, teaching assistants, coaches, and others who have a role in educating, supervising, or advising students as part of the programs of Kent State University.
- (5) "Supervisor" denotes anyone who oversees, directs or evaluates the work of others, including administrators, directors, deans, chairs, managers, coaches, teaching assistants, housing staff, as well as faculty members in their roles as instructors, research directors and advisers, and participants in decisions affecting the careers of other faculty members.
- (6) "Familial Relationship" includes but is not limited to those between mother, father, brother, sister, child, spouse, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, legal guardian, or other person who stands in place of a parent.
- (7) "Consensual relationship" denotes dating, romantic and/or sexual relationships willingly undertaken by all involved parties, including marital relationships.

(C) Policies Regarding Potential Conflicts Of Interest

Consensual and other relationships from which exploitation, favoritism, or other conflicts of interest, actual or perceived, could result should be disclosed as early as possible to the appropriate supervisor for mitigation.

- (1) Faculty-student consensual relationships. Faculty members shall not enter into consensual relationships with students as long as the faculty member is in the position to directly teach, evaluate, supervise, or advise the student in the normal course of University study. Even when a faculty member is not directly evaluating, supervising, or advising a student in a consensual relationship, the faculty member must be cognizant of and sensitive to the potential for the perception of favoritism by others. In all cases, the faculty member's academic unit or campus administrator shall be informed in writing of the consensual

relationship with a student so that appropriate measures may be taken to prevent exploitation, favoritism, or other conflicts of interest, actual or perceived.

- (2) Supervisor-employee consensual relationships. In all cases, the immediate superior of the supervisor shall be informed in writing of the consensual relationship between the supervisor and employee so that appropriate measures may be taken to prevent exploitation, favoritism, or other conflicts of interest, actual or perceived. Under all circumstances, supervisors in consensual relationships with employees under their supervision shall recuse themselves from decisions regarding the employees' job performance, salary adjustments, and/or other conditions of employment.
- (3) Employee-employee consensual relationships. In all cases in which the work relationship is such that one or both parties have the potential to influence material outcomes for the other, the immediate superior(s) of both employees shall be informed in writing of the consensual relationship so that appropriate measures may be taken to prevent exploitation, favoritism, or other conflicts of interest, actual or perceived. Under all circumstances, employees in consensual relationships with other employees—e.g., two faculty members in a consensual relationship—shall recuse themselves from decisions regarding their partner's job performance, salary adjustments, and/or other conditions of employment. Faculty members will recuse themselves from renewal, reappointment, tenure, promotion, and merit deliberations regarding their partners.
- (4) Familial relationships. Familial relationships are a special source of potential favoritism or conflicts of interest. Except in rare cases, faculty members shall not directly teach, evaluate, supervise, or advise a partner or relative in the normal course of University study. So, for example, a faculty member shall not teach or otherwise supervise his or her child. Further, except in rare cases, a supervisor shall not hire or cause to be hired, evaluate, or supervise a partner or relative. In all cases, the appropriate superior shall be informed in writing so that appropriate measures may be taken to prevent favoritism and other conflicts of interest, actual or perceived.

¹The draft of this policy has benefited enormously from the policies developed by Duke University Northwestern University and the University of Nevada Las Vegas.

Proposed Changes to the Charter and Bylaws

- Change from definition of “regular faculty member” to “tenure-track faculty member” and attendant changes in definitions
- Change in Faculty Senate membership eligibility to remove right of administrators to stand for election to Faculty Senate
- Addition of a definition section in the Bylaws that includes new definitions (‘tenure-track faculty’, ‘full-time non-tenure-track faculty member’, ‘designee’, ‘proxy’, ‘delegate of the Faculty Senate’, ‘delegate to the Faculty Senate’)
- Clarification that all signature on petitions shall be handwritten
- Extending the right to sign petitions to full-time non-tenure-track faculty members
- Reducing the number of signatures required on a nomination petition
- Make the July meeting of Faculty Senate optional to be held at the discretion of the Faculty Senate Chair
- Allow for electronic voting for Faculty Senate membership (previously passed by Faculty Senate but not actually included in the Faculty Senate Bylaws)
- Change in some deadlines relating to nominations, elections, etc. in Bylaws
- General Housekeeping

Faculty senate charter

(A) Preamble. The university is dedicated to teaching, advancing knowledge, and to public service. The faculty of the university supports these aims and resolves to promote excellence in all endeavors. In the interest of achieving these objectives, the charter and bylaws of the university faculty senate as set forth in this rule and in rule 3342-2-06 of the Administrative Code and this register, respectively, define a role and mechanisms for effective participation of the faculty in the formation and establishment of university policies and the conduct of university affairs.

(B) Entitlement and functions of the faculty senate.

~~(1) Institution of this charter and the accompanying bylaws.~~

~~(a)(1)~~ This charter and the accompanying bylaws shall supersede all earlier versions of the faculty senate charter and bylaws.

~~(b) Adoption of this charter and the accompanying bylaws requires ratification by a majority of the faculty senate, by a majority of the qualified faculty voting, and by the president and board.~~

(2) General responsibilities and rights of the faculty senate.

(a) The faculty senate shall be concerned with the formulation and enactment of policies for the university as a whole.

(b) The faculty senate shall render advice and, if appropriate, act upon any matters laid before it by the president, bodies of the university, bodies of the faculty senate, or members of the faculty.

(c) Consistent with a principle of shared responsibility, the faculty senate shall recognize its own prerogative and that of the administration of the university to consider any matter relevant to the welfare of the university. Consistent with a need for differential responsibility, the charter and bylaws shall provide for differential involvement of the faculty senate across areas of university interest.

(i) There shall be domains within which the faculty senate and/or its bodies have a primary responsibility. That responsibility is, foremost, to approve or disapprove proposed changes in policy. It shall be understood that faculty senate actions in areas of primary responsibility will be disapproved by the president only in circumstances where substantive reason can be described. It is also understood that a primary responsibility conveys neither an exclusive right nor an exclusive obligation for the genesis or presentation of proposals for change. Ideas and recommendations are the privilege and responsibility of every segment of the university community.

(ii) There shall be domains within which responsibilities for decisions and actions are shared cooperatively with others as specifically assigned through regular channels. Major proposals within these areas shall uniformly be referred to the faculty senate for consideration as provided in implementing procedures.

- (iii) There shall be domains in which the faculty senate recognizes an important interest, but within which its role is primarily advisory and consultative.
 - (d) The faculty senate shall organize, establish, and define the functions of its councils, committees, and commissions.
 - (e) The faculty senate shall define its own rules and procedures within the limits of this charter and the accompanying bylaws.
- (3) Specific responsibilities and rights of the faculty senate.
- (a) Primary responsibilities.
 - (i) The faculty senate shall have primary responsibility for the academic standards and the educational policies of the university. This responsibility shall encompass proposals for the establishment, discontinuance, or major alteration of academic programs.
 - (ii) The faculty senate shall have primary responsibility for general policies related to professional standards of the university and its faculty. The responsibility includes general policies on faculty appointment, rank, promotion, leave, tenure, and academic privilege; welfare, and dismissal; it also encompasses general policies related to the evaluation of academic programs, units, and personnel.
 - (iii) The faculty senate shall have primary responsibility for defining the mechanisms of approved or established faculty participation in university governance and in statewide faculty issues and bodies.
 - (b) Shared responsibilities. The faculty senate shall participate in and consider with others, by means specified in the ~~bylaws as set forth in rule 3342-2-06 of the Administrative Code and of this register~~ faculty senate bylaws, problems related to long-range academic planning, student affairs, selection of academic administrative officers, and academic facilities in long-range planning.
 - (c) Advisory responsibilities.
 - (i) The faculty senate bylaws shall provide for a body advisory to the president on the university budget.
 - (ii) The faculty senate shall be consulted with respect to proposed changes in the administrative organization of the university directly and primarily related to academic divisions.
 - (iii) The faculty senate shall be prepared to render advice on nonacademic facilities.
 - (d) Recommendations approved by the faculty senate shall be forwarded to the president and, as appropriate, to other subordinate members or bodies of the university; thereafter, the president or the appropriate administrative officers or bodies of the university shall within ninety days advise the faculty senate, in writing, of the nature of the action which has been taken in reference to the recommendation. "Action" as defined shall mean steps which have been taken toward acceptance, rejection, or

further study of the recommendation. In the absence of such response within ninety days, acceptance ~~may~~shall be assumed.

- (e) If a recommendation approved by the faculty senate is disapproved by the president, the matter shall be discussed in detail by the interested parties, with the end in view of mutually satisfactory action but without prejudice to a final decision.
- (f) The faculty senate shall be responsive to faculty petitions seeking initiative and referenda.
 - (i) On petition ~~signed by~~containing at least one hundred regular full-time handwritten signatures of tenure-track faculty members having faculty rank and/or full-time non-tenure-track faculty members as defined in sections (D)(1)(b)-(c) of this charter, any action of the faculty senate shall be submitted to a referendum of the entire tenure-track and full-time non-tenure-track faculty.
 - (ii) On petition ~~signed by~~containing at least one hundred regular full-time handwritten signatures of tenure-track faculty members having and/or full-time non-tenure-track faculty rank members, the faculty senate shall submit the issue initiated by the petition to a vote of the faculty senate or of the entire tenure-track and full-time non-tenure-track faculty, whichever is requested in the petition.
 - (iii) A majority of votes cast in either an initiative or a referendum shall have the force of faculty senate action.
 - (iv) The secretary may review any and all signatures to a petition and discard those deemed not to be signed by a tenure-track or full-time non-tenure track faculty member.
 - (v) All petitions and the signatures contained therein are public records and subject to disclosure to anyone submitting a request.

(C) Membership.

(1) Academic unit representatives.

- (a) Academic unit representatives shall be elected representatives.
- (b) An "academic unit" is a faculty body headed by an administrative officer who reports to the provost or the vice ~~provost for regional campuses~~president for Kent State system integration.
- (c) The full-time non-tenure track faculty shall be considered a unit separate from the academic units in which they have their primary assignments.
- (d) Each college, independent school, regional campus, and the ~~library administration~~university libraries shall be entitled to representation.
- (e) Tenure-track faculty with appointment in the regional college shall be entitled to representation in addition to their representation as members of a regional campus.

- (f) The number of representatives from an academic unit shall be determined in accord with the faculty senate bylaws and shall be based upon the most recent faculty census.

(2) At-large representatives.

- (a) At-large representatives shall be elected representatives.
- (b) The number of the at-large representatives shall be determined in accord with the faculty senate bylaws and shall be based upon the most recent faculty census.

(3) Full-time non-tenure-track representatives:

- (a) Full-time non-tenure-track faculty shall be entitled to representation.
- (b) Full-time non-tenure-track representatives shall be elected representatives.
- (c) The number of representatives for the full-time non-tenure-track faculty unit shall be determined in accord with the Faculty Senate Bylaws and shall be based upon the most recent faculty census.

(4) "Ex officio" representatives.

- (a) The faculty senate bylaws shall enumerate the titles of those individuals who shall be "ex officio" members of the faculty senate.
- (b) "Ex officio" representatives are without vote.
- (c) Except where specifically indicated otherwise in this charter or the accompanying bylaws, "ex officio" members share the privileges and responsibilities of elected members.

(D) Elections.

(1) Eligibility for faculty senate membership.

- (a) Only regular full-time tenure-track faculty members having regular academic rank and full-time non-tenure-track faculty with academic rank members are eligible for election to the university faculty senate.

~~(b) Regular faculty members with academic rank are individuals who hold A tenured or tenure track position and the titles of instructor, assistant professor, associate professor, or professor.~~

~~(c) Full-time non-tenure track faculty members with academic rank are individuals who hold the titles of instructor, lecturer, assistant professor, associate professor, or professor.~~

(b) Tenure-track faculty members are full-time faculty members or librarians with indefinite tenure or a full-time faculty members or librarians in the probationary period prior to the tenure review. Tenured or tenure-eligible administrators with faculty rank are not considered to be tenure-track faculty members for the purpose of the faculty senate charter and bylaws.

(c) Full-time non-tenure-track faculty members are full-time faculty members (including those in the College of Podiatric Medicine) or full-time librarians who do not hold an appointment in a tenure-track position. Administrators with faculty rank are not considered to be full-time non-tenure-track faculty for the purpose of the faculty senate charter and bylaws.

(2) Term of office.

- (a) The term of office for an elected representative is three years, except in special circumstances for which the faculty senate bylaws shall make provision.
- (b) The faculty senate year shall begin on the first of June and shall end on the thirty-first of May of the following calendar year.

(3) Electorate.

- (a) ~~All regular full-time tenure-track~~ faculty members; full-time non-tenure-track faculty members, and administrators with academic rank except for those who have ex officio membership status are entitled to vote in the elections of their assigned academic unit.
- (b) ~~All regular full-time tenure-track~~ faculty members and administrators with academic rank except for those who have ex officio membership status are entitled to vote in the election of at-large representatives.
- (c) An annual census of ~~full-time faculty holding~~ tenure-track faculty members, full-time non-tenure-track faculty members, and full-time administrators with academic rank shall be taken in the fall term of each academic year by the provost or designee. The census shall be used to determine the number and apportionment of elected representatives, and to identify by name, department, and academic unit all ~~full-time tenure-track~~ tenure-track faculty members, full-time non-tenure-track faculty members, and full-time administrators with academic rank.

(4) Nominations. Candidates for academic unit representative, full-time non-tenure-track representative, and at-large representative shall be nominated by petition as specified in the faculty senate bylaws.

(5) Election procedures.

- (a) Elections shall be conducted by the secretary of the faculty senate and certified by the vice chair of the faculty senate.
- (b) Elections of both academic unit and at-large representatives shall be conducted by the ~~"Hare"~~ Fractional Single Transferable Vote (FSTV) system.

(E) Officers and delegates of the faculty senate.

(1) Election of officers.

- (a) Elected officers of the faculty senate shall be elected annually.
- (b) Only elected representatives are eligible for election as officers.

- (2) Officers. The elected officers of the faculty senate shall be the chair, the vice chair, the secretary, and an at-large member of the executive committee.
- (3) Delegates. A "delegate" shall be an official faculty senate representative to another body which is either within or external to the university.
- (4) Appointed officers. The faculty senate bylaws may define the responsibilities of additional officers who shall be selected by appointment.

(F) Meetings.

(1) Types of meetings.

- (a) The faculty senate shall hold regularly scheduled meetings which may be attended by any member of the faculty, administration, or student body, or by other guests upon invitation of the faculty senate.
- (b) The faculty senate may hold special meetings which may be closed to nonmembers by the chair of the faculty senate, by the faculty senate executive committee, or by vote of the faculty senate.

(2) Frequency and schedule of meetings. The faculty senate shall schedule at least ~~nine~~eight regular meetings per year.

(3) Procedures and rules.

- (a) The faculty senate bylaws shall establish rules and procedures under which the faculty senate meetings shall be conducted.
- (b) A quorum shall be a simple majority of the elected members. ~~The presence of a quorum is required for the faculty senate to take binding action and to vote on substantive matters.~~

(4) Minutes of all regular faculty senate meetings shall be made available to the faculty.

(G) Councils, committees and commissions.

(1) Rights of the faculty senate and definitions.

- (a) The faculty senate may establish faculty senate councils. A "faculty senate council" is a permanent body chaired by the president or the provost.
- (b) The faculty senate may establish faculty senate committees. A "faculty senate committee" is a permanent body chaired by a faculty member, or an administrative officer other than the president or the provost.
- (c) The faculty senate may establish faculty senate commissions. A "faculty senate commission" is a body which is discharged upon completion of a specific responsibility.
- (d) A "body of the faculty senate" is any council, committee, or commission so designated by the faculty senate charter or the accompanying bylaws, or established by action of the faculty senate.

- (e) Bodies not of the faculty senate whose primary concerns are the total university, as opposed to collegial and departmental matters, shall be referred to as university councils, university committees and university commissions.
- (2) Councils of the faculty senate. The educational policies council shall be a body of the faculty senate.
- (a) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other for graduate education called the graduate council.
 - (b) Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of by the full educational policies council.
 - (c) The educational policies council and its bodies shall consider curricular matters of concern to the university as a whole, and shall be the faculty senate bodies responsible for long-range academic planning for the university.
 - (d) The educational policies council and its bodies shall be co-chaired by the provost and the chair of faculty senate.
- (3) Committees of the faculty senate.
- (a) The faculty senate executive committee shall be a body of the faculty senate.
 - (b) The professional standards committee shall be a body of the faculty senate.
 - (c) The committee on administrative officers shall be a body of the faculty senate. The committee on administrative officers shall represent the faculty senate and the faculty in procedures implemented to select or replace the president, the provost, and other academic administrative officers of the university. It shall be available for consultation by the president on other matters involving administrative officers.
 - (d) The committee on committees shall be a body of the faculty senate.
 - (e) The faculty ethics committee shall be a body of the faculty senate.
 - (f) The faculty senate budget advisory committee shall be a body of the faculty senate.
- (4) Commissions of the faculty senate. The chair of the faculty senate shall establish commissions as needed.
- (5) Responsibilities and prerogatives of the faculty senate councils, committees and commissions.
- (a) Faculty senate bodies shall carry out charges directed to them by the faculty senate or the chair of the faculty senate.
 - (b) Faculty senate bodies shall assume responsibilities within their general sphere of interest.
 - (c) Faculty senate bodies may appoint subcommittees.
- (6) University councils, committees, commissions and boards.

- (a) The president, in consultation with the committee on committees, shall designate those university councils, committees, commissions and boards to which the faculty senate may appoint one or more senator(s) to full membership. The appointee(s) shall be the faculty senate representative ~~of(s)~~ to the body.
 - (b) Those university councils, committees, commissions, and boards designated positively under paragraph (G)(6)(a) of this rule shall report to the faculty senate upon request.
 - (c) The faculty senate may recommend responsibilities to university councils, committees, commissions and boards.
- (7) Membership of faculty senate bodies shall be provided for in the faculty senate bylaws.
- (8) Additional programs, functions, and responsibilities of the faculty senate may be established.
- (H) Amendments.
 - (1) Proposals to amend the faculty senate charter.
 - (a) Proposals to amend the faculty senate charter may be submitted to the faculty senate at any regular meeting.
 - (b) A valid proposal to amend the faculty senate charter must be submitted in writing and must be supported by the handwritten signatures of:
 - (i) At least ten elected members of the faculty senate, or
 - (ii) At least twenty-five tenure-track and/or full-time non-tenure track faculty members ~~with academic rank~~, or
 - (iii) The majority of the membership of a charter and bylaws commission appointed by the chair of the faculty senate to prepare proposed amendments.
 - (2) Votes upon proposed amendments to the faculty senate charter.
 - (a) The faculty senate shall vote upon a proposed amendment to the faculty senate charter at the regular meeting immediately following the one at which the amendment is introduced.
 - (b) The secretary of the faculty senate shall circulate a written copy of the proposed amendment to each member of the faculty senate at least two weeks in advance of the meeting at which a vote is to occur.
 - (c) Written ballots shall be used in votes upon proposed amendments to the faculty senate charter.
 - (d) Amendments to the faculty senate charter shall require a favorable vote of at least two-thirds of the members of the faculty senate present and qualified to vote.
 - (3) Proposed faculty senate charter amendments ratified by the faculty senate.

- (a) Amendments ratified by the faculty senate shall be submitted to the president and the board for approval.
 - (b) Amendments approved by the president and the board shall be incorporated into the faculty senate charter.
 - (c) A veto of a proposed amendment shall be accompanied by a statement expressing reasons for the veto.
 - (d) An amendment which fails because of a veto may be voted upon again by the faculty senate and, if the vote is favorable, may be submitted to the president and the board a second time.
- (4) Proposed faculty senate charter amendments which fail to be ratified by the faculty senate.
- (a) A proposed amendment which fails to receive faculty senate approval may be ratified by a ~~favorable~~ vote of the full-time faculty as described in sub-section (c) of this section (H)(4) below.
 - (b) The secretary of the faculty senate shall conduct a referendum on the question of the amendment if ~~seventy-five full-time faculty members with academic rank submit a petition requesting a referendum~~ is submitted containing the handwritten signatures of at least one hundred tenure-track and/or full-time non-tenure-track faculty.
 - (c) Ratification of a proposed amendment by the full-time faculty shall require a favorable vote of at least two-thirds of the electorate consisting of tenure-track and full-time non-tenure-track faculty members eligible and voting.
 - (d) Amendments ratified by the full-time faculty shall be processed in the same manner as amendments ratified by the faculty senate.
- (5) Amendments to the faculty senate bylaws.
- (a) Amendments to the faculty senate bylaws shall require a favorable vote of at least two-thirds of the members of the faculty senate present and qualified to vote.
 - (b) Amendments to the faculty senate bylaws ratified by the faculty senate shall be submitted to the president and the board for approval, with any veto accompanied by a statement expressing reasons for the veto, and, subsequently, the amendment is subject to resubmission by the faculty senate a second time for final disposition.
- (6) Effective date for incorporation of amendments into the faculty senate charter and the accompanying bylaws, and for implementation of changes mandated by amendments.
- (a) Amendments to the faculty senate charter and the accompanying bylaws are incorporated into said charter and bylaws immediately after approval by the faculty senate, the president, and the board, and pursuant to the procedures established in section 111.15 of the Revised Code for the filing of new rules, amendments or rescissions.
 - (b) Changes mandated by incorporation of amendments into said charter and/or bylaws will be implemented immediately, subject to the following understandings and exceptions.

- (i) No current member of the faculty senate shall be removed from membership as a consequence of new rules governing number and/or apportionment of representatives. All senators shall serve out their terms.
- (ii) When changes in rules increase the number of elected representatives due any constituency, the increase shall be accomplished in the immediately following regularly scheduled election.
- (iii) In instances in which application of the principle of immediate implementation introduces ambiguities or creates special problems, the faculty senate shall vote to resolve the points at issue.

(I) Miscellaneous provisions.

- (1) Rights of the board of trustees. The board reserves the power to initiate and make changes in this charter or to take other actions in accordance with sections 3341.01 to 3341.06 of the Revised Code or any applicable statute, or rules, directives, or regulations of the Ohio board of regents.
- (2) A member of the faculty senate may be granted a reduced teaching load during the period of this service to the faculty senate. Officers and members of the executive committee of the faculty senate shall be granted reduced teaching loads during the period of their service to the faculty senate.
- (3) Delegates to the faculty senate.
 - (a) All bodies to which the faculty senate has delegates may send delegates to the faculty senate.
 - (b) The faculty senate may recognize delegates from other bodies.

Policy Effective Date: ~~Mar. 01, 2015~~

Policy Prior Effective Dates: 11/4/1977, 8/31/1979, 1/25/1980, 7/11/1980, 5/18/1984, 2/19/1990, 9/23/1991, 5/5/1995, 3/7/2000, 12/29/2001, 5/20/2009, 10/2/2014, 3/1/2015

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Draft 2/26/16 redlined to original**Faculty senate bylaws**

(A) Entitlement and functions of the faculty senate. The entitlement and functions of the faculty senate are specified in paragraph (B)(1) of rule 3342-2-05 of the Administrative Code and of this register.

(B) Definitions.

- (1) "Tenure-track faculty member" denotes a full-time faculty member or librarian with indefinite tenure or a full-time faculty member or librarian in the probationary period prior to the tenure review. Tenured or tenure-eligible administrators with faculty rank are not considered to be tenure-track faculty members for the purpose of the faculty senate charter and bylaws.
- (2) "Full-time non-tenure-track faculty member" denotes a full-time faculty member (including those in the College of Podiatric Medicine) or full-time librarian who does not hold an appointment in a tenure-track position. Administrators with faculty rank are not considered to be full-time non-tenure-track faculty for the purpose of the faculty senate charter and bylaws.
- (3) "Designee" denotes a person selected or designated to represent a regular member of Faculty Senate or its councils, committees, commissions, or other bodies should the regular member be unable to fulfill her or his duties for an extended period of time. A designee has all of the privileges and responsibilities of the regular member.
- (4) "Proxy" denotes a person serving as a temporary substitute for a regular member of one of Faculty Senate's councils, committees, commissions, or other bodies in the regular member's occasional absence. A proxy has all of the privileges and responsibilities of the regular member, except voting.
- (5) "Delegate of the Faculty Senate" denotes an official faculty senate representative to another body which is either within or external to the university.
- (6) "Delegate to the Faculty Senate" denotes a person designated to represent other bodies at the Faculty Senate.

(C) Membership.

- (1) Academic and full-time non-tenure-track unit representatives.
 - (a) Each academic unit having at least ten ~~regular full-time~~ tenure-track faculty members shall be entitled to one representative for the first ten tenure-track faculty members, a second representative for an additional fifty tenure-track faculty members, and one additional representative for each fifty tenure-track faculty members in excess of sixty.

- (i) Administrators with faculty rank who are tenured or in the probationary period prior to tenure shall be included in the census of full-time faculty of the academic unit in which they hold academic rank and may vote in the election for that unit. However, administrators with faculty rank who are tenured or in the probationary period prior to tenure may not stand for election to faculty senate.
 - (ii) ~~Faculty~~ Tenure-track faculty and tenured administrators with faculty rank whose responsibilities are exclusively or primarily associated with a regional campus shall be counted in the census of that campus and, with the exception of the Regional College, shall not be counted in the census of the university-wide college or school in which they also hold rank.
 - (iii) ~~The regional college~~ Regional College census will show some overlap of individuals who are members of the ~~regional college~~ Regional College as well as faculty on a regional campus. Those individuals are entitled to participation in the election of representatives both from the ~~regional college~~ Regional College and from the regional campus.
 - (iv) If there are tenure-track faculty members or tenured administrators with faculty rank not clearly identified with an academic unit or for whom primary identification is uncertain, such individuals shall each be assigned for purposes of faculty senate representation to a specific academic unit by the provost in consultation with the executive committee of the faculty senate and, if necessary, with the person(s) involved.
 - (v) Part-time faculty members are not eligible for faculty senate membership or participation in the election of representatives; nor are "visiting" or adjunct faculty, unless the appointment is explicitly for more than a single academic year of continuing full-time teaching, research, or service as a librarian.
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- (b) Full-time non-tenure-track faculty shall constitute a separate unit and (except as specified in sub-section (d) of this section (C)(1)) shall not be counted in the census of the college, school or department in which they hold rank, nor in the census of the campus where they have their primary appointment. The full-time non-tenure-track faculty will not be included in the overall census for determination of the number of at-large representatives. The non-tenure-track faculty unit shall be entitled to one representative for the first ten faculty members, a second representative for an additional fifty faculty members, and one additional representative for each fifty faculty in excess of sixty.
 - (c) The "faculty head count" compiled by the office of the provost in the fall academic term shall constitute the basis for identification of academic units entitled to representation; the ~~definition~~ identification of "regular full-

time "tenure-track" faculty and "full-time non-tenure-track" faculty; and the assignment of an individual to a specific college, independent school, regional campus or to the full-time non-tenure-track unit. A separate roster of "administrators with academic rank" shall also be compiled and combined with the "faculty head count" to constitute the census (alluded to in paragraph (C)(1)(d) of ~~rule 3342-2-05 of the Administrative Code~~) Faculty Senate Charter for determining the appropriate representation of the academic units.

- (d) If an academic unit has fewer than ten ~~regular~~ tenure-track faculty members, but the total number of full-time faculty members exceeds ten, then the electorate for that unit will consist of all full-time faculty members.
- (e) If an academic unit or the full-time non-tenure track unit has fewer than ten members, the unit shall be represented in faculty senate elections through self-determined affiliation with another academic unit. The total number of faculty in the combined units shall determine the number of representatives to be accorded to them.
- (2) There shall be one at-large representative for each one hundred members of the ~~regular full-time~~ tenure-track faculty electorate or the major portion thereof (fifty-one through ninety-nine).
- (3) Individuals holding the following positions or their designees shall be "ex officio" members of the faculty senate: the president; the provost and vice presidents; the deans of the colleges and the deans or directors of independent schools; the dean of university libraries; the dean of undergraduate studies; the dean of graduate studies; and the dean of the honors college; ~~and a parliamentarian appointed by the chair-elect of the faculty senate.~~
- (4) The chair of the retired faculty association or designee, the chair of the graduate student senate or designee ~~and, the executive director of the undergraduate student senate or designee, and a parliamentarian appointed by the chair-elect of the faculty senate~~ shall be observers in the faculty senate. ~~They share all privileges and responsibilities of elected members, except voting.~~ have the right of the floor.

(E) Elections.

- ~~(1) Eligibility for faculty senate membership. For purposes of the faculty senate, an individual with the title of research professor, visiting distinguished professor, university professor, or lecturer is a faculty member with academic rank.~~
- ~~(a) Part-time faculty are not eligible for faculty senate membership or participation in the election of representatives; nor are "visiting" or adjunct faculty, unless the appointment is explicitly for more than a single academic year of continuing full-time teaching, research, and/or academic administrative service.~~
- ~~(b) (1) Definitions:~~

~~(i) "Regular full-time faculty member" a faculty member with regular academic rank the sum of whose teaching, research, and/or administrative responsibilities and assignments constitutes full-time employment (one hundred per cent full-time employment) at Kent state university.~~

~~(ii) "Full-time non-tenure-track faculty member" a faculty member whose employment contract is for a duration of one year the sum of whose teaching, research, and/or administrative responsibilities and assignments constitutes full-time employment (one hundred per cent full-time employment) at Kent state university but who does not hold an appointment in a tenure-track position.~~

~~(iii) "Regular academic rank" denotes the expectation or possibility of indefinite tenure— instructor, assistant professor, associate professor, and professor, plus such descriptive, honorific, or courtesy designations as "research," "university," "distinguished," and so forth.~~

~~(2)~~ Term of office.

- (a) The term of office of an elected representative shall be three years except in such instances as provided for in this rule.
- (b) If it is known or anticipated that an elected representative will be absent from, or unable to discharge his or her responsibilities to, the faculty senate for an entire academic semester (including summer) or longer, the representative's place on the faculty senate shall be filled during his or her absence by an alternate. The alternate will serve with full privileges and responsibilities of an elected representative until the return of the representative he or she replaces or until the completion of that representative's term.
- (c) The secretary of the faculty senate is responsible for determining whether an alternate representative is needed and for initiating actions necessary to implement the appointment.
- (d) The faculty senate executive committee shall render decisions when questions are raised regarding the seating of an alternate representative.
- (e) A representative will be replaced by the highest available alternate from the immediately preceding election held by the electorate which selected the representative.
- (f) If no alternate is available from the most recent senate election in that unit to replace a representative therefrom, it shall be the responsibility of the highest elected faculty body of that unit to provide for a representative. For at large vacancies the faculty senate shall provide for a representative.

(32) Removal and recall of elected representatives.

- (a) When an elected representative has been absent from three consecutive regular meetings of the faculty senate without ~~adequate notification to the faculty senate office, explanation, or provision for temporary replacement by an alternate~~ (as provided in paragraph (C)(2D)(1)(c) of this rule), the secretary of the senate shall notify the faculty senate executive committee of this fact and report same in the minutes of the faculty senate.
- (b) After reviewing the circumstances and discussing them with the affected senator, the faculty senate executive committee may recommend that the senator be removed from office and his or her place in the faculty senate assumed by the highest available alternate from the most recent election of the academic unit (or at large), the alternate to serve for the remainder of the term of the ~~recalled~~ removed senator or until the next regular election for faculty senate representatives, whichever comes first.
- (c) Removal shall be effected or disapproved by majority vote of members present and voting of the faculty senate at a meeting to which the senator whose removal has been recommended has been invited and availed both the right of the floor and of the vote, to both of which as an elected representative to the faculty senate he or she is entitled.
- (d) Upon receipt of a petition containing the valid handwritten signatures of full-time faculty members ~~with regular academic rank~~ comprising twenty per cent of the eligible electorate of that constituency, the secretary of the faculty senate shall, within thirty days, conduct a special recall election among the electorate of the ~~academic unit (or at large)~~ constituency which selected the senator whose recall is being requested.
- (e) A two-thirds majority of eligible faculty voting in the recall election shall effect the removal of the senator, his or her place in the faculty senate to be assumed by the highest available alternate from the most recent faculty senate election of that unit.
- (f) If no alternate is available, the faculty senate may advise the executive committee to fill the vacancy in accord with the provisions of paragraph (C)(2D)(1) of this rule.
- (g) Representatives elected by an academic unit who during their term of office change their assigned academic unit shall be ineligible to complete their elected term, and their place on the senate shall be filled according to the provisions of paragraphs (C)(2D)(1)(e) and (C)(2D)(1)(f) of this rule.

(43) Rotation of terms.

- (a) In order to provide for an appropriate balance between continuity and rotation of faculty senate membership over a three-year cycle of annual elections among

academic unit representation, at-large representation, and the faculty senate membership as a whole, the faculty senate executive committee--with the approval of the faculty senate--shall be empowered prior to the first elections conducted under these revised provisions of the faculty senate bylaws and at three-year intervals thereafter to provide for this balance by designating certain specific seats to be filled for a term shorter than three years.

- (b) Wherever possible, this shall be effected by designating that the initial multiple-representative academic unit and at-large elections shall be for successively shorter terms, e.g., the first candidate elected under the ~~Here~~ Fractional Single Transferable Vote system shall serve a full three-year term, the second a two-year term, and so forth.
- (c) In effecting a proper distribution of single-representative academic units over a three-year cycle, the designation shall be made by lot with the independent schools and regional campuses grouped separately.
- (d) In the implementation of these revised representation and election provisions and procedures, no incumbent senator is to lose his/her seat prior to the normal expiration of the term, nor is any academic unit to be denied or delayed its appropriate representation in the faculty senate.

(54) Nominations.

- (a) On the Monday after Thanksgiving the secretary of the senate shall send ~~two~~ forms to each tenure-track and full-time non-tenure-track faculty member ~~having academic rank, one form for nominating academic unit representatives by petition, and a second form for each of the constituencies for nominating at-large representatives by petition which they are eligible to nominate.~~ Petitions are to be submitted to the faculty senate office no later than the end of the fall term.
- (b) Petitions for a nominee must contain the signature of the nominee and at least ~~five~~two signatures of eligible members of the electorate that the nominee would represent.
- (c) A faculty member is eligible to sign no more than one petition for an academic unit representative, and no more than one petition for an at-large representative.
- (d) In the event that the nominations obtained for academic unit representatives or at-large representatives total fewer than twice the number of representatives to be elected, the ~~secretary of the faculty senate shall ask the elected members of the faculty senate from the unit to solicit the additional nominations necessary to achieve the desired minimum number. If there are no elected representatives from the academic unit, the executive committee of the faculty senate shall make the necessary nominations to achieve the desired number.~~

~~(e)~~ In the event that nominations for at-large representatives total fewer than twice the number of candidates to be elected, the secretary of the faculty senate shall request the faculty senate executive committee to make the additional nominations necessary to achieve the desired minimum number.

~~(f)~~ Full time regular tenure ~~(e)~~ Tenure-track faculty may be nominated either for academic unit representative or for at-large representative, but not both. Full-time non-tenure-track faculty may only be nominated for the non-tenure-track unit.

~~(g)~~ Names of all nominees for academic unit and at-large seats shall be circulated to the faculty no later than Friday of the first week of the spring term. ~~(5)~~

~~(6)~~ Election procedures.

(a) ~~Mailed ballots~~ Ballots shall be sent directly to each member of the electorate no later than ~~Wednesday~~ of the third week of the spring term: either by physical mail or using electronic means that guarantee the same level of security and anonymity. Each voter shall receive one ballot for each election of at-large representatives and, if appropriate, one ballot for election of academic unit representatives. ~~Ballots shall be in which they are eligible to vote.~~ In the case of ballots mailed physically, ballots shall be returned to the faculty senate office in a signed and sealed envelope no later than ~~Monday~~ Friday of the fifth week of the spring term. In the case of electronic ballots, they will be returned by means to a designated web site no later than Friday the fifth week of the spring term.

(b) As a part of these bylaws there shall be appended a description of the "Hare" Fractional Single Transferable Vote system, including a sample ballot and a description of the procedure by which ballots are counted, candidates are declared elected, and defeated nominees are ranked as alternates. If only two candidates are vying for one seat, election shall be by simple majority of the valid ballots cast. Ties will be resolved by the secretary's flip of a coin in the presence of the faculty senate executive committee.

(c) The secretary of the faculty senate shall notify all candidates of the election results, no later than Friday of the seventh week of classes of the spring term.

(d) The results of all elections shall be filed and shall become part of the records of the faculty senate.

~~(DE)~~ Officers and delegates.

(1) Election of officers.

(a) In the ~~fourth~~ fifth week of the spring term the chair of the faculty senate shall appoint a nominating committee from the elected membership of the present faculty senate. The committee shall have three members and shall prepare

slates of at least two candidates for the offices of chair, vice chair, secretary, and one at-large member of the executive committee from the elected faculty senate membership. The nominating committee shall issue a call for nominations from the full membership of faculty senate. The nominating committee shall not put forward any of its members as candidates. The committee shall determine the best possible slate of candidates willing to serve in advance of entering their names in nomination. The names of nominees shall be circulated to members of the faculty senate-elect no later than ~~ten~~seven days prior to the penultimate meeting of the spring term.

- (b) Officers of the faculty senate shall be elected at the penultimate meeting of the spring term. Elected representatives of the faculty senate-elect shall be invited to the meeting and shall constitute the electorate. Additional nominations may be made from the floor by members of the electorate. Elections shall be by a majority of the votes cast. In the event that a majority is not received by one candidate on the ballot, the candidate with the lowest vote shall be eliminated and another ballot cast. Ballots shall be counted by tellers selected by the chair.
- (c) Officers shall be elected sequentially in the following order: chair, vice chair, and secretary and at-large member of the executive committee. A defeated candidate may be nominated for another office.
- (d) Term of office/vacancy in office.
 - (i) The term of office for all officers shall be one year. Officers may be re-elected to an office without limitation provided his or her three-year term has not expired.
 - (ii) In the event of a vacancy in office of chair, the vice chair accedes to the office of chair and a special election will be held to fill the office of vice chair.
 - (iii) In the event of a vacancy in any other elected senate office, a special election will be held to fill that office.
- (2) Officers and their responsibilities.
 - (a) Duties of the chair of the faculty senate.
 - (i) The chair shall preside at regular and special meetings of the faculty senate.
 - (ii) The chair of the faculty senate shall be the chair of the executive committee.
 - (iii) The chair or designee shall represent the faculty senate in its external relations, except where these bylaws provide for other representatives. The chair shall be a representative to the Ohio Faculty Council.

- (iv) The chair shall facilitate the legislative action of the faculty senate by monitoring the activities of the faculty senate committees, by serving as a liaison between the faculty senate executive committee and other committees, and by determining that committee proposals and recommendations are brought to the faculty senate in proper form and after due process.
 - (v) In instances in which faculty senate resolutions are forwarded to individuals or bodies for approval or action, the chair shall deliver the resolutions and be responsible for reporting to the faculty senate the responses of the receiver.
 - (vi) The chair shall be responsible for the management of the faculty senate office.
 - (vii) The chair shall be the appointing officer for all appointed positions in the faculty senate, except that after the election of officers in the spring term, the chair-elect shall be the appointing officer for all appointments for the coming year.
 - (viii) The chair must approve individual purchases from the faculty senate budget which exceed two hundred fifty dollars.
 - (ix) The chair shall have such other duties as are assigned by actions of the faculty senate, by the faculty senate charter, or by these bylaws.
 - (x) The chair of the faculty senate shall have ex officio membership on all faculty senate councils, committees, and commissions.
- (b) Duties of the vice chair of the faculty senate.
- (i) The vice chair shall preside at meetings of the faculty senate and shall chair the faculty senate executive committee in the absence of the chair.
 - (ii) The vice chair shall assume all of the duties of the chair of the faculty senate whenever the chair is absent from the campus more than two consecutive weeks.
 - (iii) The vice chair of the faculty senate shall be the chair of the committee on committees.
- (c) Duties of the secretary of the faculty senate.
- (i) The secretary shall supervise the preparation and distribution of the faculty senate minutes.

- (ii) The secretary shall be the archivist of the faculty senate and shall file all faculty senate correspondence and copies of the minutes of faculty senate committees and other committees reporting to the faculty senate.

(3) Faculty senate delegates.

(a) Duties of delegates.

- (i) Delegates shall be the principal agents of communication between the faculty senate and the bodies to which the delegates have been assigned.
- (ii) Delegates shall attend the meetings of the groups to which they have been assigned.
- (iii) Delegates shall prepare upon request or by their own initiative, oral and/or written reports to be presented to the faculty senate and/or the faculty senate executive committee.

(b) Designation and selection of delegates.

- (i) The chair of the faculty senate shall be the ~~delegates~~delegate to the board of trustees.
- (ii) The chair of the faculty senate shall be a member of and the ~~delegates~~delegate to the ~~academic-administrative~~president's advisory council.
- (iii) The chair of the faculty senate shall appoint the requisite delegate(s) to serve during his/her term to:
 - (1) The Ohio faculty advisory council to the chancellor of the board of regents.

The delegate will be a member of the council representing the faculty of the university. The appointee may be any tenure-track or full-time non-tenure-track faculty member ~~with academic rank~~.

- (2) Appropriate organization(s) of student governance, as requested.
- (3) Appropriate organization(s) of the university alumni association, as requested.
- (4) The university parents organization(s), as requested.

(5) Such other university or statewide organizations as may request a delegate representing the faculty of the university.

(iv) The chair shall also appoint a ~~second~~ member of the tenure-track or full-time non-tenure-track faculty, not necessarily a senator, as a faculty representative to the alumni council.

(4) Removal and recall of elected officers.

(a) Upon receipt of a petition containing the valid handwritten signatures of faculty senators comprising twenty per cent of the elected membership of faculty senate, the secretary of the faculty senate shall within thirty days conduct a special recall election of the officer whose removal is being requested. If the secretary is the officer whose recall is requested, this special election shall be conducted by another elected officer designated by the chair of faculty senate.

(b) A two-thirds majority of eligible senators voting in the recall election shall effect the removal of the officer ~~with his or her office to be assumed by the next highest available officer.~~ A special election shall be held to elect a replacement.

~~(c) If no alternate is available or willing to serve, a special election may be held to elect a replacement.~~

~~(E)~~

(F) Meetings.

(1) Types of meetings.

(a) Regular meetings shall be open meetings.

(b) Guests may be invited to closed meetings by the chair of the faculty senate or the faculty senate executive committee or by vote of the faculty senate.

(c) Special meetings may be called by the chair of the faculty senate. The chair shall be obliged to convene the faculty senate whenever one-fifth or more of the members submit a written request for a special meeting.

(2) Frequency and schedule of meetings.

(a) The number of regular meetings in each term shall be at least: fall, four; spring, four; ~~and summer, one.~~ A summer meeting may be called at the discretion of the executive committee.

(b) Regular meetings of the faculty senate shall be scheduled on Mondays, normally the second Monday of each month of the regular academic year during which the university is in session.

- (c) ~~Normally, the~~ If called, a summer meeting shall normally be scheduled the first Monday of the summer III term.

(3) Procedures and rules.

- (a) Meetings of the senate shall be conducted in accord with "Robert's Rules of Order Revised" except that the rules shall be superseded by provisions of the charter and these bylaws.

~~_____ (b)~~ Normally, the regular agenda shall be:

- (i) Call to order
- (ii) Roll call
- (iii) Approval of the agenda
- (iv) Approval of minutes
- (v) Senate chair's remarks
- (vi) President/provost's remarks
- (vii) Old Business
- (viii) New Business
- (ix) Announcements/statements for the record
- (x) Adjournment

- ~~_____ (c)~~ The faculty senate executive committee may prepare an agenda which devotes a meeting to discussion, precludes action, and sets aside "Robert's Rules of Order Revised."

~~(ed)~~ Privileges of the floor.

- (i) Members of the faculty senate, ~~or~~ and student or retired faculty observers, shall have first privilege of the floor.
- (ii) Faculty senate delegates to other bodies shall have the privilege of the floor at all regular meetings of the faculty senate.
- (iii) A guest or delegate may be recognized if the chair rules that recognition is appropriate.
- ~~_____ (iv)~~ ~~Delegates to the faculty senate from other bodies and guests of the faculty senate shall~~ Guests or delegates need not be recognized if they have been placed upon the faculty senate agenda or if the floor has been declared open introduced by majority vote of the faculty senate a Senate member.

~~_____ (v)~~

- ~~_____ (iv)~~ An elected member of the faculty senate who will be absent from a meeting may delegate neither his or her seat nor vote to a proxy.

~~(de)~~ Voting procedures.

- (i) Voice votes shall be the usual voting procedure. Other voting procedures may be selected at the senate chair's discretion.
- (ii) A request by any member for a secret ballot shall be granted unless a majority of the faculty senate elects to vote in another manner.
- (iii) A member may move for a roll call vote. The motion for a roll call vote must be seconded, is not debatable, and must pass by a majority vote.

~~(e)~~ (iv) Under special circumstances, the Faculty Senate, or its councils, committees, commissions or other bodies may conduct electronic votes.

(f) The secretary may require that motions and amendments be submitted in writing.

(4) Minutes, invitations and announcements.

- (a) An agenda shall be sent to each member of the faculty senate three working days in advance of regular meetings.
- (b) All faculty senate delegates and delegates to the faculty senate from other bodies shall receive invitations and agenda to regular meetings.
- (c) The faculty senate, through its chair, shall invite appropriate administrative officers, including the president, to discuss university matters with faculty senate.
- (d) A full record of the proceedings of each faculty senate meeting shall be filed in the faculty senate office. An edited set of minutes which preserves the substance of the meeting shall be distributed to members of the faculty senate and to chair and directors of academic units. At regular intervals, at least once in each academic term, a digest and status report of faculty senate actions shall be distributed to the faculty.

(FG) Councils, committees and commissions.

- (1) Rights of the faculty senate and definitions. ~~The rights of the faculty senate and definitions are specified in paragraph (G)(1) of rule 3342-2-05 of the Administrative Code and of this register.~~ the faculty senate charter.
- (2) Educational policies council.
 - (a) Composition.
 - (i) The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate

council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the ~~semester~~ meeting of the full educational policies council.

(b) Function.

- (i) The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.
- (ii) The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.
- (iii) The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

(c) Division of labor.

- (i) All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or

major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

- (ii) Business of the educational policies council which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.
- (iii) All commissions appointed to consider academic planning for the university shall report to the educational policies council.
- (iv) The co-chairs of the educational policies council shall appoint a university requirements curriculum committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

(d) Voting.

- (i) "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.
- (ii) "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.
- (iii) "Ex officio" members on the graduate council shall have vote and shall be the senior vice president for academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit or his/her designee.

(iv) There is no voting by proxy.

- (e) From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators

will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

- (f) One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.
 - (g) To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.
 - (h) The chair-elect shall appoint additional ~~regular~~ tenure-track faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.
 - (i) One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.
 - (j) The educational policies council shall meet at least once during each term of the academic year.
 - (k) The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.
 - (l) Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.
- (3) Committees of the faculty senate.
- (a) Faculty senate executive committee.
 - (i) The faculty senate executive committee shall be the three officers elected by the faculty senate (chair, vice chair, and secretary), one at-large member elected by the faculty senate, and two senators appointed by the chair-elect prior to the inauguration of his/her term upon consultation with the other officers-elect and with due regard to appropriate representation among the collegial units and curricular divisions of the university. In addition, at the invitation and pleasure of the chair-elect, the immediate past chair may serve as an ex-officio (not voting) member of the executive committee.

- (ii) The faculty senate executive committee shall prepare agenda for faculty senate meetings; shall transact routine business for the faculty senate between meetings; shall meet with the president regularly for confidential discussions or consideration of faculty senate business; and shall act for the faculty senate in emergencies. The faculty senate executive committee may assign responsibilities to faculty senate councils, committees, and commissions and determine which recommendations of these bodies require specific faculty senate approval. Individuals may appear before the faculty senate executive committee to make requests or present ideas relevant to the current or potential senate business.
 - (iii) The executive committee shall meet regularly each term during the academic year and during the summer.
 - (iv) The secretary of the faculty senate shall be the secretary of the executive committee and shall circulate minutes of meetings to all members of the faculty senate.
 - (v) Subsequent to the election of officers in the spring term, the chair shall invite members of the executive committee-elect to all meetings of the executive committee.
- (b) Professional standards committee.
 - (i) The professional standards committee shall be concerned with standards and policies encompassing matters such as faculty rank, promotion, appointment, leave, privilege, tenure, and dismissal.
 - (ii) The professional standards committee shall be concerned with policies and procedures relevant to the evaluation of academic units.
 - (iii) The professional standards committee shall be concerned with the quality of instruction.
- (c) Committee on administrative officers.
 - (i) The committee on administrative officers shall interview candidates for the administrative positions within the province of the committee.
 - (ii) The committee on administrative officers shall establish, within the constraints of the law and of the faculty senate charter and these bylaws, a published set of procedures which shall define the extent and mechanics of its participation in the selection of administrative officers. Before becoming operative, the procedures shall be approved by the faculty senate, the president, and the board.

- (iii) The chair of the faculty senate shall be the chair of the committee on administrative officers.
- (iv) The committee on administrative officers shall consist of twelve members including the chair of the faculty senate; the vice chair of the faculty senate; three six members of the faculty at least three of whom are members of the faculty senate elected by the faculty senate; three other members of the faculty elected by the faculty senate; two deans elected by the academic and student affairs policy council; and two students, one undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate.

(d) Committee on committees.

- (i) The committee on committees shall be a resource body for the chair-elect (or chair) of the faculty senate whose responsibility it is to appoint oversee the appointment of the members of all other senate committees where the members are not otherwise selected as stipulated by these bylaws, and to appoint the convener thereof where appropriate.
- (ii) The committee on committees should propose, to the ~~president,~~ chair elect or chair of the faculty senate members and alternates for appointed positions to be filled on all university councils, committees, commissions and boards. ~~The number of alternates suggested for a given body shall be at least one-half the number of positions to be filled.~~
- (iii) Essential information on each university and senate body to which the committee on committees nominates members is maintained in a separate document which shall be approved by the committee on committees, in which shall be specified the structure of each group. This catalog of university and senate councils, committees, commissions and boards identifies the body's charge, qualifications of membership, number of members and alternates, term and means of appointment, and the office to which the body reports. Request for alteration of catalog entries may be made by notifying the chair of the committee on committees no later than January first, to be effective the following academic year.
- (iv) The committee on committees shall make recommendations regarding the structure and functioning of faculty senate and university councils, committees, commissions and boards.
- (v) The vice chair of the faculty senate shall be chair of the committee on committees.

- (vi) The faculty senate executive committee shall appoint the members of the committee on committees, at least two of whom shall be members of the faculty senate.
- (vii) The president or a designee shall be an ex officio member of the committee with vote.
- (viii) In the spring term the committee shall make available in summary form information on each group and circulate an interest inventory to all faculty members to determine the committees for which individuals would like to be considered.
- (ix) Annual recommendations of faculty members for membership on university councils, committees, commissions and boards shall be completed before the end of the spring term. Prior to the meeting at which recommendations are made, the faculty senate executive committee shall designate those university councils, committees, commissions and boards upon which the faculty senate shall have representation during the coming faculty senate year within the term of faculty senate, paragraph (G)(6)(a) of ~~rule 3342-2-05 of the Administrative Code and this register~~ the faculty senate charter.
- (e) ~~Budget~~ Faculty senate budget advisory committee. The faculty senate budget advisory committee shall be advisory to the president on matters related to the university budget.
- (f) Faculty ethics committee.
 - (i) The faculty ethics committee shall serve as a screening and hearing body for any faculty member(s), who wishes to lodge a charge of unethical professional practice against another faculty member. A charge may also be filed against an administrator with faculty rank only in relation to those responsibilities assigned as a faculty member. "Unethical professional practice" is defined as violations of the faculty code of professional ethics (rule 3342-6-17 of the Administrative Code and of this register). The ethics committee may also serve as a hearing body for faculty members who wish to request a hearing to respond to charges made against them.
 - (ii) Procedures for establishment and membership of the faculty ethics committee shall be established by the committee on committees subject to approval by the faculty senate.
 - (iii) The operating procedures for the faculty ethics committee shall be developed by the committee subject to approval by the faculty senate.

(4) Appointments of commissions of the faculty senate. Appointments of members of commissions shall terminate at the end of a faculty senate year. Members may be reappointed if the task of the commission has not been completed.

(5) Responsibilities and prerogatives of the faculty senate councils, committees and commissions.

(a) Meetings.

(i) All faculty senate bodies ~~shall~~should meet at least once during each term of the academic year.

(ii) All faculty senate bodies ~~shall~~should hold a planning meeting early in the faculty senate year. Each body ~~shall~~should submit an outline of proposed activities to the executive committee.

(iii) All bodies shall file ~~four copies~~a copy of the minutes of their meetings with the faculty senate office. ~~Two copies shall be forwarded by the faculty senate office to the office of the president.~~

(b) Facilities and services.

(i) The faculty senate conference room shall be available for meetings of faculty senate bodies.

(ii) Secretarial services of the faculty senate office shall be available to faculty senate bodies. Requests for services shall be directed to the chair of the faculty senate.

(iii) Bodies of the faculty senate may file requests for funds from the faculty senate budget to support their activities.

(iv) A faculty senate body may request that the chair appoint consultants to the body. Consultants will not have voting privileges.

(c) Reports.

(i) Each faculty senate body shall file a report at the end of the faculty senate year summarizing the activities of the body. The chair of the body is responsible for the report.

(ii) Progress reports to the faculty senate may be made orally.

(iii) Reports to the faculty senate which summarize investigations or which embody recommendations shall be submitted in writing.

~~(iv) Prior to submission of a report which embodies major recommendations, bodies shall in most circumstances hold hearings which permit interested parties to comment upon proposals.~~

~~(v)~~

(iv) Reports which embody major recommendations shall be submitted to the vice chair of the senate prior to presentation at a faculty senate meeting. The vice chair or the executive committee of the faculty senate may request additional work by the body, including hearings which permit interested parties to comment upon proposals. Reports to members of the senate shall be circulated in advance of the meeting at which a vote is to occur.

- (6) Composition and terms of appointment. Composition and terms of appointments of members of faculty senate councils, committees, and commissions except where specified elsewhere in the bylaws shall be specified for each group in the catalog of university and senate councils, committees, and commissions.
- (7) Membership of faculty senate bodies.
 - (a) Sizes of faculty senate committees and commissions. Every effort shall be made to keep committees and commissions small except when bodies require a number of permanent subcommittees. A committee or commission with as few as three members is not inappropriate.
 - (b) Representation on faculty senate bodies.
 - (i) Faculty senate committees will normally be chaired by members of the faculty senate.
 - (ii) Faculty senate commissions may be chaired by any member of the faculty.
 - (iii) Faculty senate committees shall have at least two members of the faculty senate as members of the committee. Other faculty members, students, and alumni may serve as members of the faculty senate bodies.
 - (iv) A faculty senate commission will normally have at least one member of the faculty senate as a member.
- (8) Additional programs, functions, and responsibilities of the faculty senate may be established.

Policy Effective Date: ~~Mar. 01, 2015~~

Policy Prior Effective Dates: 11/4/1977, 10/5/1979, 7/11/1980, 3/11/1982, 4/30/1982, 3/5/1984, 5/18/1984, 2/19, 1990, 9/23/1991, 2/24/1992, 01/02/2002, 5/20/2009, 6/20/2012, 1/7/2013, 10/2/2014, 3/1/2015

PICES Item Catalog

Listed on the following pages are the two University-wide core items plus an additional 646 items that departments or instructors may choose from when designing their PICES questionnaires. The core items are pre-printed on all PICES questionnaires. Users do not have to select them. Up to 36 additional items may be selected from the catalog, although specific departments may require the use of particular items. This catalog includes most of the items from the CAFETERIA Item Catalog. For those who want to continue using those items, a conversion chart is available that shows both old and new item numbers.

University Core

- C01 Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor.
C02 Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.

Course Structure, Goals, and Objectives

- 001 I understand what is expected of me in this course.
002 This course has clearly stated objectives.
003 The objectives of this course were clearly explained to me.
004 My instructor makes the objective of each class session clear.
005 It is clear what my instructor considers important.
006 My instructor identifies major or important points in the course.
007 Course objectives are helpful in organizing my studying.
008 The syllabus is an accurate guide to course requirements.
009 The course objectives allow me to know when I am making progress.
010 I am able to set and achieve some of my own goals.
011 I have an opportunity to help determine course objectives.
012 The objectives of this course are appropriate.
013 Announced course objectives agree with what is taught.
014 The stated goals of this course are consistently pursued.
015 Course objectives represent outcomes which I can achieve in the time allotted.
016 Lectures are consistent with the subject matter in the course outline.
017 Lecture information is highly relevant to course objectives.
018 The course content is consistent with my prior expectations.
019 The content of this course is consistent with the objectives of the course.
020 Required course activities are consistent with course objectives.
021 Course requirements are clear.
022 I understand the course requirements and grading scale.
023 Course procedures and deadlines are clearly explained.

Teaching/Learning of Relationships and Concepts

- 024 My instructor emphasizes relationships between and among topics.
025 Relationships among course topics are clearly explained.
026 My instructor explains new ideas by relating them to familiar concepts.
027 My instructor emphasizes conceptual understanding of material.
028 This course builds understanding of concepts and principles.
029 Concepts are presented in a manner that helps me learn.
030 My instructor effectively blends facts with theory.
031 My instructor clarifies topics with developments in other fields.
032 My instructor makes good use of examples and illustrations.
033 Important points are clarified with good examples.
034 My instructor makes good use of analogies, illustrations, and/or case studies.
035 My instructor's examples/demonstrations are clear and concise.
036 My instructor presents sufficient and relevant examples.
037 My instructor indicates relationship of course content to recent developments.

- 038 My instructor demonstrates how to apply concepts and methodologies.
039 My instructor helps me apply theory to solve problems.
040 Practical applications of course material are discussed.
041 Course projects increase my understanding of concepts and principles.

Relevance of Content

- 042 This course material is pertinent to my professional training.
043 This course gives me skills and techniques directly applicable to my career.
044 My instructor attempts to relate my present learning to work in my future profession.
045 This course is worthwhile in terms of my career objectives.
046 This course contributes significantly to my professional growth.
047 I developed skills needed by professionals in my field.
048 I can apply the learning in this class to work in my future profession.
049 This course directly contributes to my vocational preparation.
050 My instructor presents an appropriate amount of technical information.
051 My instructor demonstrates the importance and significance of the subject matter.
052 My instructor makes course material relevant to me.
053 The content of this course is relevant to my needs.
054 The relationship of this course to my education is apparent.
055 I can apply information/skills learned in this course.
056 This course gives me an excellent background for further study.
057 This course is of practical benefit to me as a student.
058 The practical application of subject matter is apparent.
059 This course is up-to-date with developments in the field.
060 This course relates course materials to real life situations.
061 My instructor incorporates current developments in the field.
062 This course includes adequate information on career opportunity.
063 This course is a valid requirement for my major.

Organization and Clarity of Presentation

- 064 My instructor displays a clear understanding of course topics.
065 My instructor has an extensive knowledge of this field.
066 My instructor is knowledgeable about the course topic.
067 My instructor is knowledgeable about origins of concepts and ideas.
068 Course topics are dealt with in sufficient depth.
069 My instructor makes use of alternative explanations when needed.
070 My instructor responds when I indicate that I fail to comprehend.
071 My instructor recognizes when some students fail to comprehend.
072 My instructor checks on students' understanding during presentations.
073 My instructor explains difficult material clearly.
074 My instructor is able to simplify difficult materials.
075 Difficult concepts are explained in a helpful way.

- 076 Difficult topics are structured in easily understood ways.
- 077 My instructor explains experiments and/or assignments clearly.
- 078 My instructor's in-class explanations help clarify course material.
- 079 I understand easily what my instructor is saying.
- 080 My instructor explains material clearly.
- 081 My instructor seems well-prepared for class.
- 082 My instructor regularly prepares for class.
- 083 The course appears to be well organized.
- 084 This course is creatively planned.
- 085 The subject matter of this course is well organized.
- 086 Progression of this course is logical from beginning to end.
- 087 The sequence of course content facilitates my learning.
- 088 There is continuity from one class to the next.
- 089 Class presentations are well organized.
- 090 My instructor appears to be well organized.
- 091 Material is summarized in a manner that helps me learn.
- 092 My instructor summarizes major points in lecture or discussion.
- 093 Sufficient detail is given to make generalizations meaningful.
- 094 My instructor presents material that was not covered in outside readings.
- 095 My instructor has an effective style of presentation.
- 096 My instructor is a very good communicator.
- 097 My instructor presents information effectively.
- 098 My instructor is effective in teaching the subject matter of this course.
- 099 My instructor communicates at a level appropriate to my understanding.
- 100 My instructor talks at an appropriate pace.
- 101 My instructor talks at a pace suitable for maximum comprehension.
- 102 The pace of this course is appropriate.
- 103 My instructor's presentations allow for easy notetaking.
- 104 My instructor speaks audibly and clearly.
- 105 My instructor looks at the class while speaking.
- 106 My instructor senses when students are bored.
- 107 My instructor works effectively with drawings and diagrams.
- 108 My instructor draws and explains diagrams effectively.
- 109 My instructor uses humor effectively.
- 110 My instructor has no distracting peculiarities.
- 111 My instructor's oral communication skills are adequate for the course.
- 112 My instructor is competent in the language used for instruction.
- 113 Class time is used efficiently.
- 114 My instructor uses class time effectively.
- 115 The class met as scheduled.
- 116 My instructor is conscientious about his/her class attendance.
- 117 My instructor starts and stops class on time.
- 118 My instructor explains policies for attendance.

Instructional Methods

- 119 Teaching methods used in this course are well chosen.
- 120 The teaching methods used in this course enable me to learn.
- 121 The teaching strategy used in this course is appropriate.
- 122 The format of this course is appropriate to course purposes.
- 123 My instructor uses various activities that involve me in learning.
- 124 In this course, many methods are used to involve me in learning.
- 125 This course emphasizes problem-solving.
- 126 This course includes a sufficient number of practical exercises.
- 127 Developing the term project is a good learning experience.
- 128 Lecture information is adequately supplemented by other work.
- 129 Class lectures contain information not covered in the textbook.
- 130 This course strikes a good balance between reading, discussion, and writing.
- 131 Sufficient time is allowed for notetaking.
- 132 The guest speakers contribute significantly to this course.
- 133 An appropriate number of outside lecturers are used.
- 134 The speakers who addressed us communicated effectively.
- 135 Field trips offer insights that lectures or readings cannot.

- 136 Field trips, relative to course objectives, are well planned.
- 137 Student presentations significantly contribute to this course.
- 138 Student presentations in class are interesting/stimulating.
- 139 Collaborative work is a valuable part of this course.
- 140 My instructor encourages group work for writing projects.
- 141 The course gives me the opportunity to communicate electronically.
- 142 My instructor encourages students to use the writing lab.

Team Teaching

- 143 Team teaching is effectively used in this course.
- 144 Instruction is well-coordinated among the team teachers.
- 145 Team teaching provides insights a single instructor cannot.
- 146 The team teaching approach adequately meets my needs/interests.
- 147 The team teachers in this course are compatible.

Discussion

- 148 My instructor develops classroom discussion skillfully.
- 149 My instructor is good at facilitating group discussion.
- 150 Class discussion is kept on track and moving forward.
- 151 My instructor appears to grasp quickly what a student is saying.
- 152 The discussion sessions are well organized.
- 153 My instructor defines the objectives of discussion.
- 154 My instructor defines the content of discussion.
- 155 One real strength of this course is the classroom discussion.
- 156 Class discussions are helpful to my learning.
- 157 This course provides an opportunity to learn from other students.
- 158 There is an appropriate mix of lecture and discussion in this class.
- 159 My instructor encourages questions and expression of ideas.
- 160 My instructor provides opportunity for questions during class.
- 161 There is sufficient time in class for questions and discussions.
- 162 My instructor asks questions which challenge me to think.
- 163 Challenging questions are raised for discussions.
- 164 My instructor is careful and precise when answering questions.
- 165 My instructor responds to questions with consideration.
- 166 My instructor finds ways to help students answer their own questions.
- 167 My instructor encourages me to participate in class discussions.
- 168 My instructor encourages students to debate conflicting views.
- 169 My instructor allows student discussion to proceed uninterrupted.
- 170 My instructor does not monopolize classroom discussion.

Instructional Technology

- 171 Instructional technology is well coordinated with course materials.
- 172 My instructor's use of technology increases my overall learning in this course.
- 173 My instructor uses technology in ways that helped my learning of concepts and principles.
- 174 My instructor makes effective use of classroom technology.
- 175 My instructor uses Internet technology effectively.
- 176 My instructor uses e-mail effectively.
- 177 My instructor uses multi-media presentations effectively.
- 178 My instructor uses computer exercises effectively.
- 179 Computer presentations are a valuable part of this class.
- 180 Computer presentations are clear and easily understood.
- 181 Computer-assisted instruction increases my understanding of course content.
- 182 Computer assignments are a valuable part of this course.

- 183 The computer-based learning materials in this class are useful.
- 184 Computer-based learning materials available outside class are useful.
- 185 Computer access is adequate for this course.
- 186 The course web page is a valuable resource.
- 187 This course makes excellent use of TV.
- 188 The televised portions of class are a great help to learning.
- 189 The use of television makes the course very interesting.
- 190 The video is of good quality.
- 191 Audio reception is of good quality.
- 192 Audio-visual presentations are a valuable part of this class.
- 193 Use of audio-visual materials is good.
- 194 Audio-visual materials are logically integrated with the rest of the course.
- 195 Overhead transparencies and slides are a valuable part of this class.
- 196 Overhead transparencies and slides are clear and easily understood.
- 197 Media used in this course are well chosen.
- 198 Media are an asset to this course.
- 199 Media in this course contribute significantly to my learning.
- 200 My instructor's writing is legible.

Course Materials

- 201 I am generally pleased with the text(s) required for this course.
- 202 The textbook contributes to my understanding of the course.
- 203 The textbooks are relevant.
- 204 The syllabus contains adequate information.
- 205 The study guide or other printed materials are very helpful.
- 206 Handouts are valuable supplements to this course.
- 207 Handouts contribute to my understanding of the course.
- 208 Bibliographies for this course are current and extensive.
- 209 My instructor's problem sets are valuable as learning aids.
- 210 Course materials help me with my writing assignments.
- 211 Course materials are a helpful guide to key concepts covered during class time.

Readings and Assignments

- 212 The assigned readings significantly contribute to this course.
- 213 Assignments are related to goals of this course.
- 214 Assigned readings help me understand concepts discussed in class.
- 215 The assigned reading is well integrated into this course.
- 216 My instructor relates reading assignments to writing assignments.
- 217 The assigned reading is appropriate.
- 218 Length and difficulty of assigned readings are reasonable.
- 219 The amount of material covered is reasonable.
- 220 Assigned readings are interesting and hold my attention.
- 221 Readings in this course were challenging.
- 222 Assignments are pertinent to topics presented in class.
- 223 Assignments are of definite instructional value.
- 224 Complexity and length of course assignments are reasonable.
- 225 Assignments are well spaced throughout the course.
- 226 Adequate time is provided for completing assignments.
- 227 The number of course assignments is reasonable.
- 228 Course assignments help me learn on my own.
- 229 Course assignments are interesting and stimulating.
- 230 Course activities/assignments are aimed at key learning objectives.
- 231 Course activities/assignments help me learn the material.
- 232 Class projects are related to course goals and objectives.
- 233 The group work contributes significantly to this course.
- 234 I find the course emphasis on individual projects stimulating.
- 235 Written assignments are of definite instructional value.
- 236 The number of required papers is appropriate.
- 237 My instructor permits enough freedom in choosing topics for paper.

- 238 I am given sufficient creative freedom in writing papers and reports.
- 239 My instructor explains the purpose of writing assignments.
- 240 My instructor provides sufficient tests or assignments.
- 241 Directions for course assignments are clear and specific.
- 242 My instructor returns papers quickly enough to benefit me.
- 243 Course assignments are returned quickly enough to benefit me.
- 244 Enough time is allotted for programming projects.
- 245 The documentation for computer assignments is clearly written.
- 246 Programming projects clarify material presented in class.
- 247 My instructor explains policies for late assignments.

Providing Help as Needed

- 248 Everything possible is provided to help me learn.
- 249 My instructor helps me understand the material.
- 250 My instructor is friendly and accessible.
- 251 My instructor is actively helpful when students have problems.
- 252 My instructor provides adequate opportunity for individual assistance.
- 253 My instructor provides individual assistance when asked.
- 254 Conferences with my instructor have been valuable to me.
- 255 My instructor is readily available for consultation.
- 256 My instructor is reasonably available for consultation.
- 257 My instructor is available during office hours.
- 258 My instructor has enough office hours for individual conferences.
- 259 My instructor is available outside of class for extra help.
- 260 Students are encouraged to see the instructor if they are having difficulty.
- 261 My instructor gives advice on how to study for the course.
- 262 My instructor suggests references for added reading/research.

Adapting to Individual Differences

- 263 This course shows a sensitivity to individual interests/abilities.
- 264 My instructor adjusts to fit individual abilities and interests.
- 265 My instructor displays a personal interest in students and their learning.
- 266 The flexibility of this course helps all kinds of students learn.
- 267 My instructor tailors this course to help many kinds of students.
- 268 The design of this course lets me learn at my own pace.
- 269 Students proceed at their own pace in this course.
- 270 My instructor changes approaches when the occasion demands it.

Providing Feedback to Students

- 271 My instructor regularly checks and rewards progress in learning.
- 272 My instructor lets me know how well I am doing in this course.
- 273 My instructor recognizes and rewards success in this course.
- 274 My instructor gives appropriate/timely feedback on each student's performance.
- 275 My instructor provides useful feedback throughout the semester.
- 276 Adequate feedback is provided to guide my progress in this course.
- 277 My instructor can gauge what I know and what I should do next.
- 278 My instructor suggests specific ways I can improve.
- 279 My instructor's explanations and comments are always helpful.
- 280 My instructor comments usefully on my written work.
- 281 My instructor is sensitive to students' responses when giving critiques.
- 282 Comments on my papers help me improve my writing.
- 283 Meaningful feedback on tests and other work is provided.
- 284 I receive appropriate and timely feedback on exams and projects.

- 285 Test items are adequately explained after an exam.
- 286 Feedback on exams indicates clearly my standing in the course.
- 287 Returned papers and exams carry helpful comments.
- 288 My instructor's responses to assignments are beneficial to me.

Exams/Grades/Evaluation

- 289 Exams accurately assess what I have learned in this course.
- 290 My instructor gives exams which accurately reflect the course material.
- 291 My instructor gives quizzes that accurately assess what I learned in this class.
- 292 Exams in this course have instructional value.
- 293 Exams are used to help me find my strengths and weaknesses.
- 294 Exams are fair.
- 295 Exams cover a reasonable amount of material.
- 296 Exams are reasonable in length and difficulty.
- 297 Adequate time is allowed for exams.
- 298 Exams stress important points of the lectures/text.
- 299 Exams are coordinated with major course objectives.
- 300 Exams reflect what is emphasized in class.
- 301 Exams cover material on which I expect to be tested.
- 302 Exams are free from ambiguity.
- 303 Exams are creative and require original thought.
- 304 Exams require me to do more than recall facts.
- 305 Exams stress my ability to apply knowledge in new situations.
- 306 Exams require a synthesis of various parts of the course.
- 307 I know how I stand relative to others in the class on exams.
- 308 My instructor has a realistic definition of good performance.
- 309 Grading is clear and tied to key learning objectives.
- 310 Grades are based on a fair weighting of the required course activities.
- 311 My final grade will accurately reflect my overall performance.
- 312 Grades are an accurate assessment of my knowledge in this course.
- 313 My instructor collects enough evidence for valid grading.
- 314 Grades are assigned fairly and impartially.
- 315 The grading system was clearly explained.
- 316 Exams are announced ahead of time and are held as scheduled.
- 317 I understand the methods of evaluation used to grade my work.
- 318 The grading system in this course allows me to calculate my grade at any time.
- 319 My papers are graded fairly.
- 320 Evaluation of my work is expressed in a constructive manner.
- 321 My instructor evaluates my work in a meaningful and conscientious manner.
- 322 My work is evaluated in ways that are helpful to my learning.
- 323 My instructor evaluates often and provides help where needed.
- 324 My instructor uses a variety of methods to evaluate student progress on course objectives.
- 325 My instructor is prompt in returning tests and papers.
- 326 My instructor returns papers/exams quickly enough to benefit me.
- 327 I can score reasonably well on exams by just cramming.
- 328 The contract grading method is used appropriately in this course.
- 329 Appropriate steps are taken to prevent cheating.
- 330 Cheating is a problem on exams in this course.

Diversity Issues/Respect/Rapport

- 331 The climate of this class is conducive to learning.
- 332 My instructor creates an atmosphere where ideas can be exchanged freely and easily.
- 333 A student/teacher partnership in learning is encouraged.
- 334 Each student is encouraged to contribute to class learning.
- 335 Students volunteer knowledge, opinions, or personal experience in class.
- 336 My instructor takes my views and comments seriously.
- 337 I am free to express and explain my own views in class.

- 338 When I have a question or comment I know it will be respected.
- 339 I feel free to ask questions in class.
- 340 My instructor respects constructive criticism.
- 341 I feel free to challenge my instructor's ideas in class.
- 342 Mutual respect is a concept practiced in this course.
- 343 My instructor creates an environment for mutual respect.
- 344 My instructor treats all students with respect.
- 345 My instructor shows respect for diverse groups of people.
- 346 My instructor shows respect for the various points of view represented in this class.
- 347 My instructor is open to differences in perspective.
- 348 My instructor respects divergent viewpoints.
- 349 My instructor encourages divergent thinking.
- 350 Differing viewpoints and dialogue are encouraged in class.
- 351 My instructor deals fairly and impartially with me.
- 352 My instructor is fair and impartial when dealing with students.
- 353 My instructor readily maintains rapport with this class.
- 354 My instructor maintains a positive rapport with the class.
- 355 My instructor relates to me as an individual.
- 356 My instructor has a good working relationship with students.
- 357 I feel that I am an important member of this class.
- 358 My instructor addresses ethics and culture in workplace writing.
- 359 My instructor shows cultural awareness and sensitivity to students.
- 360 My instructor takes into consideration ethnic and cultural differences in teaching this course.
- 361 My instructor does not engage in discrimination in this course.
- 362 My instructor does not tolerate harassment in this course.

General Student Perceptions

- 363 The class mixture of Fr., So., Jr., Sr., or Grad is appropriate.
- 364 The size of this class is appropriate to course objectives.
- 365 The facilities for this course are excellent.
- 366 My background is sufficient to enable me to use course material.
- 367 I have easy access to equipment/tools required in this course.
- 368 This course is accurately described in the catalog.
- 369 Standards for student achievement are reasonable.
- 370 The work required is appropriate for the credit offered.
- 371 The workload is appropriate for the goals of this course.
- 372 My instructor presents material at a level appropriate for me.
- 373 I highly recommend this course.
- 374 I would recommend this course to other students with career goals similar to mine.
- 375 I would recommend this recitation instructor to other students who take this or similar courses.
- 376 I would enjoy taking another course from this instructor.
- 377 I like the way the instructor conducts this course.
- 378 Frequent attendance in this class is essential to good learning.
- 379 I am satisfied with my accomplishments in this course.
- 380 I feel that I perform up to my potential in this course.
- 381 I feel that I am doing very well in this course.
- 382 These items let me appraise this course fully and fairly.
- 383 My instructor is a model teacher.
- 384 My instructor has high academic standards.
- 385 My instructor exhibits professional dignity and bearing in the classroom.
- 386 My instructor appears interested in teaching.
- 387 My instructor is a creative teacher.
- 388 My instructor is a dynamic teacher.
- 389 My instructor displays enthusiasm when teaching.
- 390 Course material is presented enthusiastically.
- 391 I believe my instructor wants everyone to succeed in this course.
- 392 My instructor seems concerned that students learn.
- 393 My instructor is concerned with whether I learn course content.
- 394 My instructor is interested in me as a person as well as a student.
- 395 My instructor is a good classroom leader.
- 396 This class provides a meaningful learning experience.
- 397 Overall, the instruction is effective.
- 398 Overall, this course is among the best I have taken.

399 Overall, this instructor is among the best teachers I have known.

Student Participation and Effort

400 In this course, I always felt challenged and motivated to learn.
401 This course has been challenging.
402 This course supplies me with an effective range of challenges.
403 My instructor stimulates interest in the course.
404 My instructor makes learning easy and interesting.
405 My instructor makes learning interesting and motivates students to learn.
406 My instructor makes me feel involved with this course.
407 This course maintained my attention throughout the semester.
408 Class sessions were interesting and engaging.
409 My instructor holds the attention of the class.
410 My instructor holds my attention.
411 This course effectively challenges me to think.
412 My instructor challenges me to think.
413 My instructor stimulates my thinking.
414 My instructor encourages students to think for themselves.
415 My instructor encourages student creativity.
416 This course develops the creative ability of students.
417 This course gives me the opportunity to develop some original ideas.
418 I am encouraged to apply new knowledge and skills.
419 My instructor motivates me to do my best work.
420 I have been motivated to do work beyond the minimum requirements.
421 I have been motivated to do additional work in this area.
422 My instructor motivates me to do further independent study.
423 I am motivated to discuss new ideas outside of class.
424 This course motivates me to take additional related courses.
425 I always prepare before coming to class.
426 I keep up with the reading assignments for this course.
427 I am able to keep up with the work load in this course.
428 I actively participate in class activities and discussions.
429 I put much effort into this course.
430 I did my best work in this course.
431 I worked harder on this course than on most courses I have taken.
432 The course requires more time and effort than others at this level.
433 I learned more in this course than in most other college courses I have taken.
434 Course content is interesting to me.
435 I was interested in the content of this course before taking it.
436 I wanted to take this course regardless of who taught it.
437 I really wanted to take this course.
438 I wanted to take a course from this instructor.
439 Successful performance in this course requires that I understand the material.
440 I learned a great deal from my instructor.
441 Interacting with other students in my class helps me learn.
442 Classes are worth attending.
443 I look forward to attending class.
444 I developed a greater appreciation for this subject.
445 This course has been intellectually fulfilling for me.

Broadening Student Outlook/Personal and Social Growth

446 My instructor provides many challenging new viewpoints.
447 I learned new ways to think about the issues dealt with in this course.
448 My instructor teaches one to value the viewpoint of others.
449 In this course, I have learned to value new viewpoints.
450 This course fosters respect for new points of view.
451 This course causes me to reconsider many of my former attitudes.

452 This course stretches and broadens my views greatly.
453 The class meetings helps me see other points of view.
454 I developed awareness of societal problems in this course.
455 This course broadened my understanding of people from different cultural and ethnic backgrounds.
456 I improved my understanding of race/ethnicity in this course.
457 I improved my understanding of sexuality issues in this course.
458 I developed a clear understanding of the moral and/or ethical issues in this area.
459 This course helps me develop confidence in myself.
460 My instructor helps me develop confidence in my own abilities.
461 This course made me more aware of my interests and talents.
462 This course improved my aesthetic judgment.
463 I have reconsidered some former attitudes about women's issues.

Student Outcomes

464 This course improved my writing skills.
465 This course helps me clarify my ideas through writing.
466 I learned to write persuasive documents.
467 I learned to use writing to analyze and address problems.
468 This course helps me understand ways audiences affect my writing.
469 I gained experience writing for specific audiences and purposes.
470 This course helps me plan my writing.
471 This course helps me synthesize information from several sources.
472 This course helps me organize my ideas and information.
473 This course helps me develop a research question or problem.
474 This course helps me state a main idea (thesis, focus).
475 This course helps me support a main idea (thesis, focus).
476 I learned principles of document design.
477 I learned how to manage long- and short-term writing projects.
478 I learned how to conduct a long-term writing/research project.
479 This course helps me write in other courses.
480 This course helps me analyze my own and other students' writing.
481 My critical thinking skills improved because of this course.
482 This course encourages me to think critically.
483 My problem-solving abilities improved because of this course.
484 This course helps me develop my visual thinking abilities.
485 This course improved my oral communication skills.
486 I learned effective oral presentation techniques.
487 Oral presentations help develop my communication skills.
488 This course improved my ability to read critically.
489 This course helps me evaluate what I read.
490 This course helps me understand the nature of group work.
491 I learned to work with others in this course.
492 I have acquired skills in working with others as member of a team.
493 I improved my mathematical skills and understanding.
494 My technical skills were improved as a result of this course.
495 I gained experience using technologies to produce documents.
496 I acquired computer skills in this course that I can apply in other areas.
497 In this course I became more comfortable writing with computers.
498 As a result of this course, I feel more positive about using computers.
499 This course helps me understand how computers affect my writing.
500 This course helps me find information in the library.
501 I learned how to locate appropriate information in this course.
502 This course helps me document sources.
503 This course helps me edit my papers to correct errors.
504 This course improves my understanding of concepts and principles in this field.

Laboratory Courses

- 505 Lab procedures are clearly explained to me.
- 506 My instructor is able to explain the procedures involved in the experiments.
- 507 Expectations about specific lab procedures are clearly stated in advance.
- 508 My instructor thoroughly understands lab experiments/equipment.
- 509 My lab instructor is available during office hours.
- 510 Assistance is always available throughout lab sessions.
- 511 My lab instructor provides sufficient help in the lab.
- 512 My instructor is able to answer my questions about what I should be doing in the lab.
- 513 My instructor almost always speaks to me individually about experiments in progress.
- 514 The teaching assistant(s) were helpful to me in the lab.
- 515 The oral communication skills of the teaching assistant(s) are adequate for this lab.
- 516 My lab instructor is prepared for lab lectures and discussions.
- 517 The lab sessions are well organized.
- 518 I am able to complete the lab activities in the time allotted.
- 519 Prelab lectures are helpful in my understanding of the lab experiments.
- 520 The relationship between the laboratory and the lecture materials was clear.
- 521 Lab experiences clarify the lecture material.
- 522 Lab experiences assist me in learning concepts.
- 523 Lab assignments have instructional value.
- 524 Lab assignments are interesting and stimulating.
- 525 Lab assignments are reasonable in length and complexity.
- 526 My lab assignments are promptly returned to me.
- 527 My lab instructor provides helpful feedback on lab reports.
- 528 My lab reports are graded fairly.
- 529 The lab in this course has adequate facilities.
- 530 Lab safety regulations are strictly enforced.
- 531 The content of the lab is a worthwhile part of this course.
- 532 I would recommend this lab instructor to a friend planning to take this course.

Clinical Courses

- 533 The amount of clinical experience offered is adequate.
- 534 An adequate amount of observation and supervision is provided.
- 535 My instructor clearly demonstrates the clinical techniques I am expected to develop.
- 536 Both appropriate and inappropriate clinical behaviors are clearly identified.
- 537 My instructor helps me correct problems in my clinical technique.
- 538 My instructor explains the underlying rationale for particular techniques.
- 539 My instructor explains each step carefully when discussing processes/techniques.
- 540 The clinic time is adequate to perform the required procedures.
- 541 Client availability is adequate to achieve course objectives.
- 542 Clinical cases provide an adequate breadth of experience.
- 543 Clinical experiences illustrate guidelines for ethical and professional behavior.
- 544 Prior course work adequately prepared me to handle clinical tasks.
- 545 I have responsibility for patients commensurate with my abilities.
- 546 I have improved my ability to present and discuss case problems effectively and concisely.
- 547 Clinic/field projects are appropriate to the level of the course.
- 548 Performance exams allow me to sufficiently demonstrate my clinical competencies.
- 549 Prescribed criteria are used in evaluating my performance.
- 550 The amount of field experience is adequate.

- 551 My field experience is well coordinated with my course work.
- 552 I receive adequate supervision at the field site.
- 553 University and field site personnel work well together.
- 554 Group meetings are helpful in increasing my knowledge and skills.
- 555 I have good rapport with my clinical instructor.

Performing and Studio Arts Courses

- 556 This course has appropriate balance between artistic philosophy and craft.
- 557 The performance/art projects are extremely valuable.
- 558 The performance/art projects are appropriate to the level of the course.
- 559 I was exposed to a variety of performance/art techniques.
- 560 My instructor values my creativity and/or originality.
- 561 My instructor recognizes students' problems in performing difficult material.
- 562 My instructor demonstrates his/her ability as an artist.
- 563 The conductor helps me feel confident in performing music new to me.
- 564 Directions given by the conductor in rehearsal are presented clearly.
- 565 My instructor's demonstrations of techniques are clear and concise.
- 566 My instructor has a strong influence upon my work.
- 567 My instructor is instrumental in raising my artistic values.
- 568 My individual artistic gifts have developed because of this course.
- 569 My instructor makes me think about different ways to approach subjects.
- 570 Performance requirements represent outcomes achievable in the time allotted.
- 571 Performances provide an opportunity to demonstrate my learning.
- 572 Rehearsal experiences will be helpful to me in my future profession.
- 573 Rehearsal time is used effectively.
- 574 My instructor is able to diagnose technical problems.
- 575 My instructor is sensitive to students when giving critiques.
- 576 Evaluations of my performance/artistic products are constructive.
- 577 The practice room is well equipped.
- 578 I have sufficient opportunity to use practice room facilities.

Distance Learning Courses

- 579 The distance learning format is effective.
- 580 My instructor is always considerate of distant students.
- 581 My instructor tailors instruction to distant students' varying needs/interests.
- 582 The distance learning support staff is very helpful.
- 583 The local site coordinator is helpful.
- 584 The local facilities for this course are good.
- 585 Technical requirements are adequately explained.
- 586 The distance class begins and ends on time.
- 587 The course makes excellent use of technology.
- 588 The television component of this course is of good technical quality.
- 589 The video signal is of good quality.
- 590 The audio signal is of good quality.
- 591 Camera is in focus on written material.
- 592 The camera shot selection allows sufficient time for notetaking.
- 593 The talkback system works well.
- 594 Internet interaction between instructor and student is appropriate.
- 595 Internet interaction between students in the class is appropriate.
- 596 The design/interactivity of this course is appropriate for Internet delivery.
- 597 Instructional materials are readily available to distant students.

- 598 Communication of information (course calendars, fliers) is timely.
- 599 Delivery of initial course materials is timely.
- 600 Delivery of course materials is timely.
- 601 Delivery of exams is timely.
- 602 My instructor promptly returns graded assignments to distant students.
- 603 Company registration process is efficient.
- 604 Registration process is convenient.

- 645 This service-learning course has increased my knowledge about the needs of diverse populations.
- 646 Working with diverse populations in this course expanded my learning of the course content.

Instructor-Supplied Items

- 605 Instructor-supplied item 1
- 606 Instructor-supplied item 2
- 607 Instructor-supplied item 3
- 608 Instructor-supplied item 4
- 609 Instructor-supplied item 5
- 610 Instructor-supplied item 6
- 611 Instructor-supplied item 7
- 612 Instructor-supplied item 8
- 613 Instructor-supplied item 9
- 614 Instructor-supplied item 10
- 615 Instructor-supplied item 11
- 616 Instructor-supplied item 12
- 617 Instructor-supplied item 13
- 618 Instructor-supplied item 14
- 619 Instructor-supplied item 15
- 620 Instructor-supplied item 16
- 621 Instructor-supplied item 17
- 622 Instructor-supplied item 18
- 623 Instructor-supplied item 19
- 624 Instructor-supplied item 20
- 625 Instructor-supplied item 21
- 626 Instructor-supplied item 22
- 627 Instructor-supplied item 23
- 628 Instructor-supplied item 24
- 629 Instructor-supplied item 25

Service Learning Courses

- 630 Learning was more meaningful in this class than other classes I have taken.
- 631 I took more responsibility for my learning in this class than I typically do in other classes.
- 632 The community service was relevant to the academic course materials and content.
- 633 I was more motivated to learn in this class than in other classes I have taken.
- 634 I felt my contributions were appreciated by the community partner.
- 635 The instructor should use the community partner we worked with for future service-learning projects.
- 636 The instructor's expectations for the service-learning project were clear to me.
- 637 The community partner's expectations for the service-learning project were clear to me.
- 638 In this class I felt I made a worthwhile contribution to the community.
- 639 This class made me realize that it is very important that I help others throughout my lifetime.
- 640 I think all students should take a service-learning class while a student here at Purdue.
- 641 My instructor did a good job of monitoring the projects that students were doing in the community.
- 642 My instructor helped me work through difficulties I encountered while doing community service.
- 643 Sharing reflections helped me to clarify what I was learning in this class.
- 644 This service-learning course has made me more sensitive to diverse populations than ever before.