

11-8-2010

2010 November 8

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MINUTES OF THE UNIVERSITY SENATE
November 8, 2010

1. The regular meeting of the University Senate November 8, 2010 was called to order by Moderator Spiggle at 4:05 PM.
2. Approval of the Minutes

Moderator Spiggle presented the minutes from the regular meeting of October 11, 2010 for review.

The minutes were approved as written.

3. Report of the Provost

A report was presented by Provost Peter Nichols in lieu of the President's report. He reported that the search for the Dean of the Graduate School and Vice Provost for Graduate education is continuing on schedule. There will be three candidates visiting campus in the near future and the campus community will be informed of these visits. Each visit will include an opportunity for public engagement and the members of the Senate are encouraged to participate.

He next addressed cyber-security issues and progress towards the modification of our procedures and protocols to mask social security numbers. He pointed out that the number of persons who will have access to social security numbers has been reduced from 800 to fewer than 100 and stated that those persons will receive special security training and their computers will be encrypted.

The Provost announced that the agenda for the November 12th Board of Trustees meeting includes consideration of a contract from McKinsey and Company. If approved the consultants will come to campus for several months to assess procurement, athletics, and various other support programs. There is a large steering committee representing a variety of constituencies who will guide the work of the consultants. Nancy Bull will serve as a special liaison between the University and the consulting firm.

Provost Nicholls ended his report by praising the remodeling of Jorgensen Auditorium and encouraged all to visit the newly renovated facility.

4. Senator Clausen presented the Report of the Senate Executive Committee

(Attachment #12)

5. Moderator Spiggle presented the Consent Agenda

The Senate voted to approve the Consent Agenda reports as presented.

- a. Report of the Nominating Committee (Attachment #13)
- b. Report of the Curricula and Courses Committee (Attachment #14)
- 6. Senator Clausen presented Proposed By-law Changes on Annual Reports on behalf of the Senate Executive Committee. (Attachment #15)

The proposed changes allow for the annual reports of standing committees to be provided on line and act to move the reports of those committees to coincide with the last Senate meeting of the academic year.

Motion:

The Senate Executive Committee proposes that the By-Law language quoted in strike-through below be deleted and replaced with the language that is shown underlined as follows:

By-Laws, Rules, and Regulations of the University Senate

I. By-Laws

C. Senate Committees

1. *Executive Committee*

The Executive Committee organizes and coordinates the business of the Senate and its committees (See Art. IX.G. of the ~~Laws, By-Laws and Rules of the Board of Trustees~~University of Connecticut for its composition, functions, and the election of its members). Its eight members constitute the faculty membership on the Trustee-Administration-Faculty-Student Committee.

2. *Standing Committees*

There shall be ~~seven-eight~~ standing committees of the Senate, as described in the following subparagraphs. Eligibility to serve on standing committees is not limited to Senate members. There shall be at least one member from the Regional Campus faculties and at least one student on each standing committee. The Vice President for Academic Affairs shall be a member of each such committee. Each standing committee shall submit an annual report for the final Senate meeting of the academic year.

a. *Growth and Development*

This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expressions of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student. ~~It shall make an annual report at the March meeting of the Senate.~~

b. *Faculty Standards*

This committee shall continuously review University policies and practices relating to tenure, academic freedom, work loads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters. The committee shall include two undergraduate students and one graduate student. ~~It shall make an annual report at the November meeting of the Senate.~~

c. *Student Welfare*

This committee shall review the conditions that contribute to the academic success, personal development and well-being of students, including available forms of financial aid. It may seek the opinion of the Senate on such matters and make recommendations. The committee shall include one graduate student and two undergraduate students. ~~It shall make an annual report at the February meeting of the Senate.~~

d. *Scholastic Standards*

This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like. ~~It shall make an annual report at the February meeting for the Senate.~~ This committee shall include two undergraduate students and one graduate student.

e. *Curricula and Courses*

This committee shall prepare legislation within the jurisdiction of the Senate on course requirements for general education of all undergraduate schools and colleges and specific courses open to freshmen and sophomores. The committee shall include two undergraduate students. ~~It shall make an annual report at the March meeting of the Senate.~~

f. *University Budget*

This committee shall review the planning, negotiation, and allocation of the University operating, capital, and other budgets, the process of making budgetary and financial decisions and the determination of priorities among academic and other programs having financial implications. This committee may recommend any desirable expressions of Senate opinion on these matters. ~~_, and it shall make an annual report at the April meeting of the Senate.~~ The committee shall include two undergraduate students and one graduate student.

g. *Enrollment*

This committee shall propose legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.

The committee shall include two undergraduate students. ~~It shall make an annual report at the December meeting of the Senate.~~

h. *Diversity*

This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among students, faculty, and staff. This committee may recommend any desirable expressions of Senate opinion on these matters. ~~and it shall make an annual report at the April meeting of the Senate.~~ The committee shall include two undergraduate students, one graduate student, and a representative from each of the other Senate Standing Committees.

Senator Chambers spoke in favor of the changes stating that it would be much easier on the chairs of the standing committees.

Senator Freake moved to amend the motion by adding the word “faculty” to I.C.1.

Its eight faculty members constitute the faculty membership on the Trustee-Administration-Faculty-Student Committee.

The amendment carried

Moderator Spiggle presented the amended motion to modify I.C. of the By-Laws, Rules and Regulations of the University Senate.

The amended motion carried.

7. Senator Recchio presented the Report of the Scholastic Standards Committee.

(Attachment #16)

Motion:

The Scholastic Standards Committee proposes that the By-laws language quoted in strike through below be deleted and replaced with the language that follows:

By-Laws, Rules and Regulations of the University Senate. Section II. E. 12. Semester Examinations and Final Assessments

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the

instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times.~~

Add: It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from submitting a final assessment or attending a scheduled exam must apply to the ~~office of the Dean of Students~~ Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to accept the work submitted for assessment or to give a makeup exam, whichever applies.

A student whose failure to submit at the designated time the work required for final assessment or whose absence from the final examination is not excused in this way shall

receive a failure for the assessment or examination. A student whose absence is excused by the ~~Dean of Students~~ Office of Student Services and Advocacy shall have the opportunity to submit the final assessment or take the final examination without penalty.

Note: The last sentence on the bunched final examination policy reads as follows: “In all cases concerning the rescheduling of bunched exam, the student must present to the instructor a note of permission granted by the ~~Office of the Dean of Students~~ Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled.”

Senator Mannheim expressed concern that faculty may or may not inform students on the course syllabus of the form of the course final assessment.

Senator Mannheim moved to add the sentence “In the syllabus presented to the students at the beginning of the semester the specific form of final assessment is to be specified.” to the end of the first paragraph.

The motion to amend was defeated.

Moderator Spiggle presented the original motion to modify Section II. E. 12. Semester Examinations and Final Assessments of the By-Laws, Rules and Regulations of the University Senate.

The motion carried.

8. Senator Segerson presented the Report of the Faculty Standards Committee
(Attachments #17 & 18)

Motion

(1) as part of an effort to improve and assess teaching performance, the University Senate adopt the proposed new Student Evaluation of Teaching (SET) form (attached), along with the following reporting guidelines:

- (a) for student information questions, the frequency distribution of responses would be reported;*
- (b) for individual evaluation questions with at least five responses,³ the frequency distribution of responses and the median response (based on converting the response categories to a 5-point scale) would be reported; and*
- (c) for the questions relating to overall evaluation of the instructor and course with at least five responses,⁴ the frequency distribution of responses, the median response (based on converting the response categories to a 5-point scale), and, based on the frequency*

³ For any question with fewer than five responses (excluding N/A), only the frequency distributions would be reported.

⁴ As with the individual evaluation questions, for any overall evaluation question with fewer than five responses, only the frequency distributions would be reported.

distributions, the following cumulative statistics would be reported:

- i. percent of students who rated the instructor/course as “Good” or better,*
- ii. percent of students who rated the instructor/course as “Very Good” or better,*
- iii. percent of students who rated the instructor/course as “Excellent”.*

(d) in addition to the above results for individual courses, for the two questions relating to overall evaluation of the instructor and course, aggregate frequency distributions (in percentage terms) and resulting cumulative statistics described in (c) and medians would be reported for courses at the same level by department and school/college, and for the entire university.

and

(2) the University Senate ask the Provost to make resources available to the Office of Institutional Research to implement use of the new SET form as soon as possible.

Several Senators asked for clarifications concerning several points which were provided by Senator Segerson.

Senator Mannheim moved to replace the categories in question 23 with a numerical rating scale in place of the verbal descriptions presently included.

The motion to amend the form was defeated.

Senator Pratto moved to replace “handouts and/or readings” with “other course materials” in question 21 of the proposed form.

The motion to amend carried with 33 for, 21 against, and 2 abstentions.

Senator Moiseff moved to refer the motion back to the Faculty Standards Committee for reconsideration, particularly concerning the wording of Questions 15 and 23 to better align them with the other scales provided.

The motion to refer back to the committee was defeated.

Moderator Spiggle presented the motion as amended by the Pratto motion to the Senate.

The amended motion carried with great applause.

9. Moderator Spiggle inquired if there was any new business.

10. **Senator Mannheim moved that the Scholastic Standards Committee look into the possibility that every class be 75 minutes in length.**

The motion carried on a vote of 26 for, 16 against, and 4 abstentions.

11. There was a motion to adjourn

The motion to adjourn was approved by a standing vote of the Senate.

The meeting adjourned at 5:52 PM.

Respectfully submitted,

Robert F. Miller
Professor of Music
Secretary of the University Senate

The following members and alternates were absent from the November 8, 2010 meeting:

Accorsi, Michael	Dunne, Gerald	O'Neill, Rachel
Armando, Kayla	Franklin, Brinley	Ogbar, Jeffrey
Austin, Philip	Gilbertson, David	Paul, Jeremy
Biechele, Travis	Gray, Richard	Ratcliff, Kathryn
Bouchard, Norma	Hiskes, Anne	Roe, Shirley
Boyer, Mark	Hussein, Mohamed	Saddlemire, John
Bradford, Michael	Jain, Faquir	Skoog, Annelie
Bramble, Pamela	Knecht, David	Sorrentino, Katherina
Breen, Margaret	Laurencin, Cato	Strausbaugh, Linda
Brown, Scott	Letendre, Joan	Thorpe, Judith
Carrah, Jr., Michael	Madaus, Joseph	Tuchman, Gaye
Collins, Grace	McCoy, Patricia	Volin, John
Croteau, Maureen	Munroe, Donna	Zinn, Steven

Report of the Senate Executive Committee
to the University Senate
November 8, 2010

The Senate Executive Committee has met three times since the October 11th meeting of the University Senate.

On October 22nd the Senate Executive Committee met privately with Provost Nicholls.

On October 29th the SEC met with the Chairs of the Standing Committees to plan for the agenda of this meeting and to coordinate the activities between the committees. Most items discussed were those on the agenda today. In addition, the Scholastic Standards Committee continues to review the Honors regulations.

On November 5th the Senate Executive Committee met privately with President Austin. Afterwards, the SEC met with President Austin, Provost Nicholls, and Vice Presidents Barry Feldman, Suman Singha, Lee Melvin and John Saddlemire. At the invitation of Barry Feldman, David Gilbertson, Chief Information Officer, attended the meeting. He provided a summary of the IT challenges including the perception of UITS, the help desk, the number of technicians available, hours of operation, security issues, training, online course experiences, an advisory committee, with an overreaching challenge of developing appropriate priorities.

VP Lee Melvin reported that there is a 26% increase in applications for next year, perhaps partly due to UConn using the common app. Freshman retention is at 93%.

Respectfully submitted,
John C. Clausen
Chair, Senate Executive Committee
November 8, 2010

**Nominating Committee Report
to the University Senate**

November 8, 2010

1. We move to appoint Francoise Dussart to the General Education Oversight Committee with the term ending June 30, 2012.
2. We move to appoint the following faculty and staff members to the named committee effective immediately with the term ending June 30, 2011.

Amy Anderson to the Growth & Development Committee as a representative from
the Faculty Standards Committee

Stefan Wawzyniecki, Jr. to the Growth & Development Committee

3. We move the following undergraduate student additions to the named committees effective immediately with the term ending June 30, 2011:

Connor Bergen to the Student Welfare Committee

Brien Buckman to the University Senate Committee

Grace Collins to the Scholastic Standards Committee

Rebecca D'Angelo to the Enrollment Committee

Jordan Hegel to the University Budget Committee

Wonchi Ju to the Diversity Committee

D. Clive Richards to the Student Welfare Committee

Katlin Tyrol to the Diversity Committee

4. We move the following graduate student additions to the named committees effective immediately with the term ending June 30, 2011:

Nicholas Koenig to the General Education Oversight Committee

William Waite to the University Budget Committee

Respectfully submitted,

Marie Cantino, Chair

Thomas Bontly

Karla Fox

Andrea Hubbard

Debra Kendall

Andrew Moiseff

**University Senate Curricula and Courses Committee
Report to the Senate
November 8, 2010**

I. The Curricula and Courses Committee recommends approval to ADD the following 1000 or 2000 level courses:

ENVE 1000 Environmental Sustainability

Second semester. Three credits.

Detailed examination of anthropogenic impacts on the environment, resulting from the need for energy, food and shelter. Subtopics in the broad areas of energy, food, shelter, waste, water, sustainable development will be grounded with case studies of UCONN activities/programs in sustainability. Overarching and linking each topic is the impact of population and water resources with a focus on environmental literacy. Resolution of scientific/technological, public policy and economic aspects of environmental sustainability issues will be explored, including strategies for success, and possible pitfalls, in achieving environmental sustainability in the subtopic areas. CA2.

TURF 2200 Athletic Field Management

First semester, even-numbered years. Three Credits. Three class periods. Henderson Management strategies associated with heavily used athletic fields. Sport specific focus on mowing, fertilization, irrigation, core cultivation, overseeding, and pest control. Areas of emphasis will include: playing surface renovation, optimizing wear tolerance, maximizing turfgrass recovery, traffic management, and game day preparations.

II. The Curricula and Courses Committee recommends approval to ADD the following course with S/U grading:

INTD 3991 Interdisciplinary Internship Field Experience

Variable (1-6) credits. Supervised field experience. Hours by arrangement, 42 hours of field experience per semester per credit. Prerequisite: Instructor consent required. Repeatable to a maximum of 12 credits. Students taking this course will be assigned a final grade of S (Satisfactory) or U (Unsatisfactory).

III. The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level course:

Current Title and Catalog Copy:

2245. Profession of Dietetics (245) First semester. One credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Brownbill

Overview of the profession of dietetics, including clinical, community, and food service management. Portfolio development will be introduced. Not open for credit to students who have passed NUSC 4295 when entitled Profession of Dietetics.

Revised Title and Catalog Copy

2245. Profession of Dietetics (245) First semester. One credit. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory). Open only to NUSC Didactic Program students and others with consent. Brownbill

Overview of the profession of dietetics, including clinical, community, and food service management. Portfolio development and dietetic internship application process and preparation.

(Restriction of course to relevant students)

IV. The Curricula and Courses Committee recommends approval to REVISE the following course to be open to sophomores:

Current Title and Catalog Copy:

ANSC 3194, Seminar, Second semester. One credit. One 2-hour discussion period.

Prerequisite: Open to juniors or higher. Govoni

A discussion of current employment opportunities in animal agriculture. In addition, students will prepare resumes and present oral talks.

Revised Title and Catalog Copy:

ANSC 3194, Seminar, Second semester. One credit. One 2-hour discussion period. Prerequisite: Open to sophomores or higher. Govoni

A discussion of current employment opportunities in animal agriculture. In addition, students will prepare resumes and make oral presentation.

V. The Curricula and Courses Committee recommends approval to offer the following Special Topics sections in Spring 2011 with S/U grading:

INTD 1998 Variable Topics Seminar

Section Title: **The Holster First Year Project**

INTD 3985 Special Topics

Section Title: **Career Planning – Stamford Campus**

VI. The GEOC and Curricula and Courses Committee recommends approval of the following courses for inclusion in CA2 Social Sciences

ENVE 1000 Environmental Sustainability

VII. The GEOC and Curricula and Courses Committee recommends approval to REVISE following courses in CA2 Social Sciences:

ECON 1000 Essentials of Economics

Current Catalog Copy

ECON 1000 Essentials of Economics

(101) First semester. Three credits. Not open for credit to students who have passed ECON 1200, 1201, 1202, or 113.

A one-semester general introduction to micro- and macroeconomics. Economic concepts include: opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, balance of international payments, and economic growth. CA 2.

Revised Catalog Copy

ECON 1000 Essentials of Economics

(101) First semester. Three credits. A one-semester general introduction to micro- and macroeconomics. Economic concepts include: opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, balance of international payments, and economic growth. CA 2. Not open for credit to students who are currently enrolled in or have passed ECON 1107, 1179, 1200, 1201 or 1202.

ECON 1179 Economic Growth and the Environment

Current Catalog Copy

ECON 1179 Economic Growth and the Environment

Either semester. Three credits. Not open to students who have passed ECON 1000 or 1107.

Morand Simple economic concepts and tools and their application to the interactions between growing economies and the environment. Concepts include: supply and demand; models of economic growth; theory of externalities; valuation of natural capital and environmental services; trade theory. CA 2.

Revised Catalog Copy

ECON 1179 Economic Growth and the Environment

Either semester. Three credits. Morand. Simple economic concepts and tools and their application to the interactions between growing economies and the environment. Concepts include: supply and demand; models of economic growth; theory of externalities; valuation of natural capital and environmental services; trade theory. CA 2. Not open for credit to students who are currently enrolled in or have passed ECON 1000, 1107, 1200, 1201 or 1202

(Restrictions increased to avoid overlap with other courses)

Respectfully Submitted by the 10-11 Senate Curricula and Courses Committee.

Hedley Freake, Chair, Keith Barker, Norma Bouchard, Marianne Buck, Michael Darre, Andrew DePalma, Dean Hanink, Abigail Hastillo, Kathleen Labadorf, Susan Lyons, Joseph Madaus, Maria Ana O'Donoghue, Felicia Pratto, Annelie Skoog

11-03-10

SENATE EXECUTIVE COMMITTEE
Report to the University Senate
November 8, 2010

Motion:

The Senate Executive Committee proposes that the By-Law language quoted in strike-through below be deleted and replaced with the language that is shown underlined as follows:

By-Laws, Rules, and Regulations of the University Senate

I. By-Laws

C. Senate Committees

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This committee shall prepare legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like. ~~It shall make an annual report at the February meeting of the Senate.~~ This committee shall include two undergraduate students and one graduate student.

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UNIVERSITY OF CONNECTICUT
Senate Scholastic Standards Committee
Report to the University Senate
November 8, 2010

Background:

Because the language on semester examinations in the By-laws is dated—it assumes, for instance, that a timed, written final examination is the overwhelming standard practice and it makes an odd exception that allows seniors to be given oral examinations—and because the By-laws do not acknowledge the emergence of other forms of assessment linked to the particular nature of and learning goals for a range of courses--the increase in project based courses and the wide spread use of portfolio assessment, for instance--the By-laws are out of sync with what has emerged as best practices for assessment, practices that faculty are in the best position to judge.

Motion:

The Scholastic Standards Committee proposes that the By-laws language quoted in strike through below be deleted and replaced with the language that follows:

By-Laws, Rules and Regulations of the University Senate. Section II. E. 12. Semester Examinations and Final Assessments

a. During the semester, examinations shall be held only during regularly scheduled class periods. Permission for exceptions to this rule can be granted by the deans of the school or college in which the course is offered. Courses for which such exception has been granted shall carry a footnote to that effect in the published Directory of Classes. In the event of student absences from examinations given during the semester decisions regarding possible make-up examinations shall be the prerogative of the instructor.

~~Written final examinations are held at the end of each semester in all undergraduate level courses except that the requirement may be waived at the discretion of the instructor in those courses defined as independent study courses by each department. Other exceptions to the rule may be made in the case of seminars, practicums and purely laboratory courses. In these courses and others where a convincing case can be made for final evaluation of students' work by means other than a written examination, departments can make exceptions to the rule with the approval of the dean of the school or college before the beginning of the semester in which the course is to be offered. Instructors are at liberty to give seniors oral rather than written final examinations. Examinations in courses numbered 5000 and above may be given or omitted at the discretion of the instructor.~~

~~All final undergraduate examinations shall be administered at the times scheduled by the University during exam week, and at no other times.~~

Add: It is required that all undergraduate courses provide a clear form of final assessment of student work at the end of the semester, the assessment being consonant with and sufficient for the learning goals of the course. Such assessment may include but is not limited to proctored in-class examinations, projects in project based courses, portfolios in writing intensive courses, and take-home finals, for example.

In all undergraduate courses the final assessments must be due at the times scheduled by the university during the week set aside for final assessments, and at no other times, so as not to compromise instructional time at the end of the semester. In the case of in-class and other proctored final examinations, these examinations must be given in the places and at the times scheduled by the university. For all in-class final examinations and for all final assessments that are assigned during the last week of classes, the university's bunched final examination policy will apply.

The requirement for a final assessment may be waived in the case of independent studies as defined by the departments and in other special cases, such as lab courses, where a convincing argument is made that a discrete, final assessment is not the best method of evaluation for the course. Such cases require approval of the department and of the dean of the school or college before the beginning of the semester in which the course will be offered.

A student who is prevented by sickness or other unavoidable causes from submitting a final assessment or attending a scheduled exam must apply to the Office of Student Services and Advocacy for an excuse that will authorize the student's instructor to accept the work submitted for assessment or to give a makeup exam, whichever applies.

A student whose failure to submit at the designated time the work required for final assessment or whose absence from the final examination is not excused in this way shall receive a failure for the assessment or examination. A student whose absence is excused by the Office of Student Services and Advocacy shall have the opportunity to submit the final assessment or take the final examination without penalty.

Note: The last sentence on the bunched final examination policy reads as follows: "In all cases concerning the rescheduling of bunched exam, the student must present to the instructor a note of permission granted by the Office of Student Services and Advocacy, whose prerogative it is to determine which of the bunched examinations may be rescheduled."

UNIVERSITY OF CONNECTICUT

Senate Faculty Standards Committee

Report to the University Senate

November 8, 2010

Faculty Standards Committee proposes that the Senate adopt a new form to be used to conduct the end-of-semester Student Evaluation of Teaching Survey, along with a new set of guidelines for the way in which the results of these evaluations are reported.

Background

On May 4, 2009 the Senate passed the following resolutions (see item #13 of the minutes of the said meeting, as amended on September 14, 2009):

- 1. Establish a subcommittee of the Faculty Standards Committee devoted to the evaluation of teaching.*
- 2. Ask the new subcommittee to conduct a review to ensure that the Senate's intentions regarding evaluations using any Student Evaluation of Teaching system are being properly represented and administered.*
- 3. Ask the new subcommittee to consider the feasibility of adding other teaching evaluations, such as teaching portfolios, peer evaluations, expert (Institute of Teaching) evaluations. Feasibility includes determining the cost (in time and effort) of proposed new methods of evaluation and also determining whether those new methods are valid and reliable measures of a faculty member's performance.*

On March 1, 2010, the Senate approved the following motion presented by the Faculty Standards Committee (see item #7 of the minutes of the said meeting):

The Faculty Standards Committee moves:

- (1) that the University Senate endorse the formative¹ and summative² use of student evaluations of teaching for the improvement of teaching at the University of Connecticut.*

¹ "Formative use" herein refers to use by an instructor designed to improve his/her teaching during the respective semester and beyond. Specific evaluation information that could be used for this purpose includes (optional) mid-semester student evaluations of teaching, as well as parts (e.g., student comments) of the end-of-semester student teaching evaluation surveys. Information collected for formative use should not be used for the Promotion, Tenure and Re-appointment process.

(2) that, in order to promote improvement of teaching, the University Senate request that the Provost encourage the use of the services offered by the Institute for Teaching and Learning to assist faculty in the design and administration of optional mid-semester student evaluations, as well as in the formative uses of these and end-of-semester student evaluations.

(3) that, with regard to the summative use of student evaluations of teaching, the University Senate recognize that, while the data gathered through the end-of-semester student evaluations contain valuable information regarding teaching effectiveness,

(a) no set of numerical values can be sufficient as the sole indicator of teaching effectiveness, and

(b) caution should be used in interpreting numerical values as an indicator of teaching competence.

(4) that the University Senate ask the FSC to develop, in collaboration with appropriate bodies, guidelines for appropriate summative use of teaching evaluations.

Even though the Senate formally endorsed the formative and summative use of student evaluations of teaching in March 2010, it has been recognized for a while that the present SET form and reporting system, in use since 1990, is not particularly suitable for formative use and has serious drawbacks as far as summative use is concerned. Consequently, development of a new form was undertaken by the Teaching, Learning and Assessment Task Force in 2004 with assistance from The Institute for Teaching and Learning, the Provost's Office, the NEAG School of Education, and the Office of Institutional Research.

The new form was developed over three years. The questions and response scales were designed to meet national best practices according to experts in the field. Studies were made of survey instruments utilized by institutions nationally.

The new form was piloted by anonymous volunteer faculty in the Spring of 2009. The pilot was conducted by the Office of Institutional Research using protocols in place for the existing survey instrument. The results of the pilot were analyzed by the NEAG School of Education psychometricians. A copy of the report from the pilot is available at

<http://www.senate.uconn.edu/evaluations/SETpilotResults.pdf>.

The NEAG analysis found the questions to be both reliable and valid.

² "Summative use" herein refers to use by individuals other than the instructor designed to evaluate teaching competence, primarily related to the Promotion, Tenure and Re-appointment process. Information used for this purpose includes the numerical report of the end-of-semester student evaluations of teaching surveys.

The major differences between the current and proposed new form and reporting systems are as follows:

- Inclusion of additional student information questions
- Change in question format
- Change in response scale (number and type of responses)
- Separation of course and instructor questions
- Inclusion of explicit summative questions for instructor and course
- Reporting of medians and frequency distributions rather than means for individual and summative questions.

Note that with these changes SET reports would no longer report either the means (and standard deviations) for individual questions nor the “mean of the means” (mean of the first 11 items), since means are not meaningful for the type of data collected on the SET forms, which do not measure magnitudes (or, more formally, “distances”) but only rankings. Furthermore, averaging across questions (to calculate a “mean of the means”) is inappropriate, since the questions are not commensurate (i.e., measuring similar things).

With these changes, the SET form and reporting system will conform with current best practices for use of student evaluations to improve and assess teaching performance and address many of the concerns that have been raised about the current SET system. However, consistent with the motion passed by the Senate in March 2010, if adopted, results from the new SET form would still need to be interpreted with caution and not viewed as sole indicators of teaching performance.

The Motion

The Faculty Standards Committee moves that

*(1) as part of an effort to improve and assess teaching performance, the University Senate adopt the proposed new Student Evaluation of Teaching (SET) form (attached), along with the **following reporting guidelines**:*

- (a) for student information questions, the frequency distribution of responses would be reported;*
- (b) for individual evaluation questions with at least five responses,³ the frequency distribution of responses and the median response (based on converting the response categories to a 5-point scale) would be reported; and*
- (c) for the questions relating to overall evaluation of the instructor and course with at least five responses,⁴ the frequency distribution of responses, the median response (based on converting the response categories to a 5-point scale), and, based on the frequency distributions, the following cumulative statistics would be reported:*
 - (i) percent of students who rated the instructor/course as "Good" or better,*
 - (ii) percent of students who rated the instructor/course as "Very Good" or better,*
 - (iii) percent of students who rated the instructor/course as "Excellent".*
- (d) in addition to the above results for individual courses, for the two questions relating to overall evaluation of the instructor and course, aggregate frequency distributions (in percentage terms) and resulting cumulative statistics described in (c) and medians would be reported for courses at the same level by department and school/college, and for the entire university.*

and

(2) the University Senate ask the Provost to make resources available to the Office of Institutional Research to implement use of the new SET form as soon as possible.

³ For any question with fewer than five responses (excluding N/A), only the frequency distributions would be reported.

⁴ As with the individual evaluation questions, for any overall evaluation question with fewer than five responses, only the frequency distributions would be reported.

PROPOSED NEW FORM

10/11 - A - 125

University of Connecticut – Survey of Courses and Teaching

Instructor name _____ Subject _____ Catalog Number _____ Section _____

Campus _____ Location _____ Term _____ Year _____ Enrollment _____ Class # _____

USE A NO. 2 PENCIL ONLY

CORRECT MARK

INCORRECT MARKS

MAKE DARK MARKS THAT COMPLETELY FILL THE CIRCLE • MAKE CLEAN ERASURES • MAKE NO STRAY MARKS

Your participation in this survey is completely voluntary. The information you provide by completing this survey will not be used in any way that can identify you. It will be compiled to produce statistical summaries of student responses.

These statistical summaries play an important role in further improving the course and the instructor's teaching. They are also used in making important personnel decisions. You have a responsibility to express your considered opinion if you choose to participate in this survey.

I. Student Information:

Academic Level	Expected Grade in this Course	Cumulative Average (GPA)	How many times did you miss this class?	On average, how many hours a week did you spend outside of class preparing for this course?
<input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate <input type="radio"/> Other	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F <input type="radio"/> Pass <input type="radio"/> Fail <input type="radio"/> Other	<input type="radio"/> N/A <input type="radio"/> 3.5 and above <input type="radio"/> 3.0 - 3.4 <input type="radio"/> 2.5 - 2.9 <input type="radio"/> 2.0 - 2.4 <input type="radio"/> < 2.0	<input type="radio"/> 0 - 2 <input type="radio"/> 3 - 4 <input type="radio"/> 5 - 6 <input type="radio"/> > 6 <input type="radio"/> N/A	<input type="radio"/> 0 <input type="radio"/> 1 - 3 <input type="radio"/> 4 - 6 <input type="radio"/> 7 - 9 <input type="radio"/> 10 - 14 <input type="radio"/> 15+

Which best describes this course for you?	My desire to take this course was:	For me, the level of difficulty of the course content was:	Overall, how much do you feel you've learned in this course?
<input type="radio"/> Requirement for my major <input type="radio"/> General Education Requirement <input type="radio"/> Other Requirement <input type="radio"/> Elective <input type="radio"/> Elective for major	<input type="radio"/> Much more than most courses <input type="radio"/> More than most courses <input type="radio"/> About the same as most courses <input type="radio"/> Less than most courses <input type="radio"/> Much less than most courses	<input type="radio"/> Much more than most courses <input type="radio"/> More than most courses <input type="radio"/> About the same as most courses <input type="radio"/> Less than most courses <input type="radio"/> Much less than most courses	<input type="radio"/> Much more than most courses <input type="radio"/> More than most courses <input type="radio"/> About the same as most courses <input type="radio"/> Less than most courses <input type="radio"/> Much less than most courses

II. A. Diagnostic questions about the INSTRUCTOR:

Please respond to the questions about the instructor using this scale:

	Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly	Not Applicable
1. The instructor presented the course material clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor responded to questions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor stimulated interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor showed interest in helping students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor gave clear assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor was accessible to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor gave useful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor returned graded work in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor treated all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor graded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor's teaching methods promoted student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What is your overall rating of this instructor's teaching? Poor Fair Good Very Good Excellent

II. B. Diagnostic questions about the COURSE:

Please respond to the questions about the course using this scale:

	Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly	Not Applicable
16. The methods of evaluating student learning seemed appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The course content was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The course objectives were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The course objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The textbook made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The hand-outs and/or readings made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The pace of the course seemed appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. What is your overall rating of the course? Poor Fair Good Very Good Excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Faculty Standards Committee
Report to the University Senate
Student Evaluation of Teaching
November 8, 2010**

The Motion

The Faculty Standards Committee moves that

(1) as part of an effort to improve and assess teaching performance, the University Senate adopt the proposed new Student Evaluation of Teaching (SET) form (attached), along with the following reporting guidelines:

- (a) for student information questions, the frequency distribution of responses would be reported;*
- (b) for individual evaluation questions with at least five responses,³ the frequency distribution of responses and the median response (based on converting the response categories to a 5-point scale) would be reported; and*
- (c) for the questions relating to overall evaluation of the instructor and course with at least five responses,⁴ the frequency distribution of responses, the median response (based on converting the response categories to a 5-point scale), and, based on the frequency distributions, the following cumulative statistics would be reported:*
 - i. percent of students who rated the instructor/course as "Good" or better,*
 - ii. percent of students who rated the instructor/course as "Very Good" or better,*
 - iii. percent of students who rated the instructor/course as "Excellent".*
- (d) in addition to the above results for individual courses, for the two questions relating to overall evaluation of the instructor and course, aggregate frequency distributions (in percentage terms) and resulting cumulative statistics described in (c) and medians would be reported for courses at the same level by department and school/college, and for the entire university.*

and

(2) the University Senate ask the Provost to make resources available to the Office of Institutional Research to implement use of the new SET form as soon as possible.

³ For any question with fewer than five responses (excluding N/A), only the frequency distributions would be reported.

⁴ As with the individual evaluation questions, for any overall evaluation question with fewer than five responses, only the frequency distributions would be reported.

University of Connecticut Survey of Courses and Teaching: Student Evaluation of Teaching

INDIVIDUAL SUMMARY REPORT

Term: Spring 2012 Primary Instructor: (Instructor name),(id number): (COURSE CLASS NUMBER), (CATALOG NUMBER AND SECTION)

Frequency Response										
	1	2	3	3	5	6	7	8		
I. Student Information:										
Academic Level	30									
Expected Grade in this Course	6 15 6 9 3									
Cumulative Average (GPA)	30 9 3 15									
How many times did you miss this class?	30 3 6 3 15									
On average, how many hours did you spend outside of class preparing for this course?	30 1 2 5 9 12 1									
Which best describes this course for you?	30 6 24									
My desire to take this course was:	30 3 3 9 6									
For me, the level of difficulty of the course content was:	30 3 15 3 3									
Overall, how much do you feel you've learned in this course?	30 6 6 6 6									
IIA. Questions about the INSTRUCTOR:										
1.The Instructor presented the course material clearly	30 4 3 6 0 15 6 0 100%									
2. The Instructor was well prepared for class	30 4 3 3 3 18 3 0 100%									
3. The Instructor responded to questions adequately	30 4 3 6 0 15 6 0 100%									
4. The Instructor stimulated interest in the subject	30 4 3 6 0 15 6 0 100%									
5. The Instructor showed interest in helping students learn	30 4 3 3 3 18 3 0 100%									
6. The Instructor gave clear assignments	30 4 3 3 3 18 3 0 100%									
7. The Instructor was accessible to students	30 4 0 3 3 15 3 0 100%									
8. The Instructor gave useful feedback on my performance	30 4 3 3 3 18 3 0 100%									
9. The Instructor returned graded work in a reasonable amount of time	30 4 0 3 0 24 3 0 100%									
10. The Instructor used class time effectively	30 4 0 3 0 24 3 0 100%									
11. The Instructor treated all students with respect	30 3.5 0 12 3 12 3 0 100%									
12. The Instructor graded fairly	30 5 3 3 0 3 18 0 90%									
13. The Instructor used technology effectively	30 5 0 0 3 6 21 0 100%									
14. The Instructor teaching methods promoted student learning	30 2 6 6 3 3 6 6 3 100%									
IIB. Questions about the COURSE:										
16. Methods of evaluating student learning seemed appropriate	30 3 3 3 3 3 3 3 60%									
17. The course content was well organized	30 4 3 6 0 15 6 0 100%									
18. The course objectives were clear	30 3 6 6 6 6 6 0 100%									
19. The course objectives were met	30 4 3 0 0 21 6 0 100%									
20. The textbook made a valuable contribution	30 4 0 0 0 24 3 3 100%									
21. The hand-outs and/or readings made a valuable contribution	30 4 3 0 0 18 9 0 100%									
22. The pace of the course seemed appropriate	30 4 3 3 0 18 3 3 100%									

oir/cw

University of Connecticut Survey of Courses and Teaching: Student Evaluation of Teaching

INDIVIDUAL SUMMARY REPORT

Term: Spring 2012 Primary Instructor: (Instructor name), (id number): (COURSE CLASS NUMBER), (CATALOG NUMBER AND SECTION)

Aggregate Report on "Overall Questions" for Instructor, Department, School and University

Overall Questions	ENROLL	MEDIAN	1 POOR	2 FAIR	3 GOOD	4 VERY GOOD	5 EXCELLENT	N/A	Student Response Rate
15. Overall rating of instructor's teaching in this class	30	4.5	0	0	0	15	15	0	100%
23. Overall rating of the course	30	4	3	0	9	9	9	0	100%

	ENROLL	Good, Very Good, or Excellent					Excellent	
							Very Good or Excellent	Excellent
Percent of students who rated this Instructor as: "Good" or better (G+VG+E), "Very Good" or better (VG+E), or "Excellent" (E)	30	100%					100%	50%
Percent of students who rated this Course as: "Good" or better (G+V+E), "Very Good" or better (VG+E), or "Excellent" (E)	30	90%					60%	30%

Instructor Aggregate responses by:	ENROLL	MEDIAN	1 POOR	2 FAIR	3 GOOD	4 GOOD	5 EXCELLENT	N/A	Student Response Rate
Subject Department at the same course level	241	4	9.1%	6.2%	13.7%	32.8%	36.9%	2.1%	100%
School at the same course level	1316	5	3.6%	6.2%	7.4%	28.4%	52.4%	2.0%	100%
University at the same course level	5162	4	4.4%	9.4%	3.9%	36.3%	43.6%	2.4%	100%

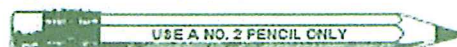
Course Aggregate responses by:	ENROLL	MEDIAN	1 POOR	2 FAIR	3 GOOD	4 GOOD	5 EXCELLENT	N/A	Student Response Rate
Subject Department at the same course level	241	3	35.3%	30.7%	17.8%	14.9%	1.2%	0.0%	100%
School at the same course level	1316	3	2.8%	9.4%	37.2%	24.7%	21.2%	4.7%	100%
University at the same course level	5162	4	1.8%	4.5%	38.5%	38.9%	10.1%	6.1%	100%

oit/cw

PROPOSED FORM

Instructor Name _____ Subject _____ Catalog Number _____ Section _____

Campus _____ Location _____ Term _____ Year _____ Enrollment _____ Class # _____



CORRECT MARK

INCORRECT MARKS

MAKE DARK MARKS THAT COMPLETELY FILL THE CIRCLE • MAKE CLEAN ERASURES • MAKE NO STRAY MARKS

Your participation in this survey is completely voluntary. The information you provide by completing this survey will not be used in any way that can identify you. It will be compiled to produce statistical summaries of student responses.

These statistical summaries play an important role in further improving the course and the instructor's teaching. They are also used in making important personnel decisions. You have a responsibility to express your considered opinion if you choose to participate in this survey.

I. Student Information:

Academic Level	Expected Grade in this Course	Cumulative Average (GPA)	How many times did you miss this class?	On average, how many hours a week did you spend outside of class preparing for this course?
<input type="radio"/> Freshman	<input type="radio"/> A <input type="radio"/> Pass	<input type="radio"/> N/A	<input type="radio"/> 0 - 2	<input type="radio"/> 0 <input type="radio"/> 7 - 9
<input type="radio"/> Sophomore	<input type="radio"/> B <input type="radio"/> Fail	<input type="radio"/> 3.5 and above	<input type="radio"/> 3 - 4	<input type="radio"/> 1 - 3 <input type="radio"/> 10 - 14
<input type="radio"/> Junior	<input type="radio"/> C <input type="radio"/> Other	<input type="radio"/> 3.0 - 3.4	<input type="radio"/> 5 - 6	<input type="radio"/> 4 - 6 <input type="radio"/> 15+
<input type="radio"/> Senior	<input type="radio"/> D	<input type="radio"/> 2.5 - 2.9	<input type="radio"/> > 6	
<input type="radio"/> Graduate	<input type="radio"/> F	<input type="radio"/> 2.0 - 2.4	<input type="radio"/> N/A	
<input type="radio"/> Other		<input type="radio"/> < 2.0		

Which best describes this course for you?	My desire to take this course was:	For me, the level of difficulty of the course content was:	Overall, how much do you feel you've learned in this course?
<input type="radio"/> Requirement for my major	<input type="radio"/> Much more than most courses	<input type="radio"/> Much more than most courses	<input type="radio"/> Much more than most courses
<input type="radio"/> General Education Requirement	<input type="radio"/> More than most courses	<input type="radio"/> More than most courses	<input type="radio"/> More than most courses
<input type="radio"/> Other Requirement	<input type="radio"/> About the same as most courses	<input type="radio"/> About the same as most courses	<input type="radio"/> About the same as most courses
<input type="radio"/> Elective	<input type="radio"/> Less than most courses	<input type="radio"/> Less than most courses	<input type="radio"/> Less than most courses
<input type="radio"/> Elective for major	<input type="radio"/> Much less than most courses	<input type="radio"/> Much less than most courses	<input type="radio"/> Much less than most courses

II. A. Diagnostic questions about the INSTRUCTOR:

Please respond to the questions about the instructor using this scale:

Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly	N/A
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1. The instructor presented the course material clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor responded to questions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor stimulated interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor showed interest in helping students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor gave clear assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor was accessible to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor gave useful feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor returned graded work in a reasonable amount of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor treated all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor graded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor used technology effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor's teaching methods promoted student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What is your overall rating of this instructor's teaching?

Poor	Fair	Good	Very Good	Excellent
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II. B. Diagnostic questions about the COURSE:

Please respond to the questions about the course using this scale:

Disagree Strongly	Disagree	Neither Agree Nor Disagree	Agree	Agree Strongly	N/A
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16. The methods of evaluating student learning seemed appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The course content was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The course objectives were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The course objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The textbook made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The hand-outs and/or readings made a valuable contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The pace of the course seemed appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your overall rating of the course?

Poor	Fair	Good	Very Good	Excellent
------	------	------	-----------	-----------