

College of Arts and Sciences
Meeting of Faculty Assembly
SK 102
October 25, 2019
2:00-3:15 PM

ATTENDANCE:

ANTHROPOLOGY:	J. Haws, T. Jennings, S. Parkhurst, A. Smallwood, J. Zhao
BIOLOGY:	J. Alexander, C. Corbitt, L. Fuselier, R. Hopp, D. Schultz
CHEMISTRY:	A. Gorce, C. Grapperhaus
CLASSICAL & MODERN LANG.:	M. Dalle, L. Dray, T. Dumstorf, T. Edison, B. Fonseca-Gruber, M. Greenwood, M. Groenewold, M. Hencker, G. Hutcheson, A. Leidner, R. Luginbill, M. Makris, F. Nuessel, R. Roebuck, C. Sullivan, L. Wagner, W. Yoder
COMMUNICATION:	M. Ashlock, M. Cunningham, L. Della, A. Futrell, S. Smith-Jones
COMPARATIVE HUMANITIES:	A. Angermann, P. Beattie, S. Bertacco, A. Hall, N. Polzer, P. Pranke, T. Stewart, K. Swinehart, E. Wise
CRIMINAL JUSTICE:	D. Keeling
ENGLISH:	M. Biberman, K. Chandler, B. Horner, F. Kelderman, K. Kopelson, A. Olinger, S. Ryan
FINE ARTS:	D. Lai, L. McGarity
GEOGRAPHY/GEOSCIENCES:	D. Howarth, C. Mott, M. Rochner, M. Walker, H. Zhang
HISTORY:	B. Beattie, T. Keeley, K. Massoth
MATHEMATICS:	U. Darji, R. Gill, D. Han, B. Jackson, L. Larson, D. Smith-Tone, C. Tone, J. Wildstrom
PAN-AFRICAN STUDIES:	K. Ojeh
PHILOSOPHY:	A. Kolers, D. Owen
PHYSICS:	D. Brown, C. Jayanthi
POLITICAL SCIENCE:	A. Enders, J. Farrier, J. Gainous, T. Gray, M. Merry, L. Moyer, R. Payne
PSYCHOLOGY:	B. Mast, S. Meeks
SOCIOLOGY:	J. Beggan, K. Christopher, L. Heberle, G. Marshall, D. Roelfs
THEATRE ARTS:	R. Vandenbroucke
URBAN & PUB. AFFAIRS:	L. Evans, A. Rollins
WOMEN'S & GENDER ST:	D. Heinecken

Dr. David Schultz, Chair, called the Faculty Assembly to order at 2:03 PM.

Dr. Schultz officially introduced himself as the 2019-20 chair of the Faculty Assembly and Professor Elaine Wise as the 2019-20 Parliamentarian. The Faculty Assembly is seeking volunteers or nominees to serve as the body's Secretary. Persons interested in serving in this role should contact Dr. Schultz or Dr. Dwain Pruitt.

There are two standing committee vacancies that need to be filled. The Planning and Budget Committee needs a Natural Sciences representative and the Research Committee needs a Social Sciences representatives. Persons interested in serving on either of these committees should contact Dr. Pruitt.

Dr. Schultz requested that, as he is new to his position with the Faculty Assembly, persons speaking from the floor identify themselves before commenting or asking a question. He further indicated that he would like to avoid attempting to do a group edit of documents from the floor. Documents are circulated in advance, so persons who would like to recommend edits to documents are asked to communicate their suggestions directly to the person or committee responsible for the submission.

Todd Kneale was recognized to review changes to health benefits for 2020. The entire presentation may be found online at: <https://louisville.edu/hr/benefits/2020-open-enrollment-town-hall-presentation>.

Dr. Schultz next recognized Bill Fletcher and Dr. Stuart Esrock representing the University Career Center. Fletcher and Esrock provided an overview of career services at the University and then moved into a discussion of employers' desired career competencies and how the faculty might incorporate those desired outcomes into their curricula intentionally. Their PowerPoint presentation will be uploaded under Faculty Assembly documents on the Faculty Assembly's web page. Handouts on career competency appear in these minutes' appendices.

Dr. Schultz then recognized Bob Goldstein and Katie Partin from Institutional Research to discuss proposed changes to course evaluations. CPE is requested a standardized approach to the providing of institutional teaching effectiveness data. UofL proposes to respond to this by introducing five standardized questions about instructor effectiveness and three standardized questions about student motivation that will appear across all university teaching evaluations. The proposed changes provoked a lively discussion as some faculty questioned whether the desired data could actually be captured from the proposed questions and others questioned whether some of the questions were worded to get the intended response. Particular concern was directed towards the student motivation questions. A friendly amendment to reword "**My background prepared me well for this course's content**" to read "**My academic background prepared me well for this course's content**" was approved and accepted. A motion to table approval of this proposal failed. The Faculty Assembly finally approved the document with the amended student motivation question.

Given the lateness of the hour, the Personnel Committee's report was tabled until the November 15th meeting.

The meeting was adjourned at 3:24 PM.

AGENDA FOR A&S FACULTY ASSEMBLY

October 25, 2019

STRICKLER **102**, 2:00-3:15

- I. Announcements
- II. Student career competencies – Bill Fletcher and Stuart Esrock (University Career Center). Introduce the issue of career competencies and provide some examples of what is being done at other institutions.
- III. Health Benefits update – Todd Kneale (Human Resources, Total Rewards). Topics: 2020 benefits, three year plan for health insurance
- IV. Proposed changes to student evaluations of teaching (SET) - Bob Goldstein (Institutional Research, Effectiveness and Analytics) and Katie Partin (Institutional Effectiveness)
- V. A&S Personnel Committee Report – Avery Kolers



Bibliography & Resources Career Competencies

Bibliography

3rd Annual Competency Symposium 2019, The Ohio State University
(<https://u.osu.edu/symposium2019/>)

Career Readiness Defined, NACE (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>)

Starting a Campus-Wide Competency Development Program: Different Approaches, Common Ground, NACE (<https://www.naceweb.org/career-readiness/best-practices/starting-a-campus-wide-competency-development-program/>)

Career Readiness is Integral to the Liberal Arts, NACE (<https://www.naceweb.org/career-readiness/best-practices/career-readiness-is-integral-to-the-liberal-arts/>)

Are College Graduate “Career Ready,” NACE (<https://www.naceweb.org/career-readiness/competencies/are-college-graduates-career-ready/>)

Employers Rate Career Competencies, New Hire Proficiency, NACE (<https://www.naceweb.org/talent-acquisition/internships/employers-rate-competencies-students-career-readiness/>)

Students: Internships Positively Impact Competencies, NACE (<https://www.naceweb.org/career-readiness/internships/students-internships-positively-impact-competencies/>)

The Co-curricular Connection: the Impact of Experiences Beyond the Classroom on Soft Skills, NACE (<https://www.naceweb.org/career-readiness/trends-and-predictions/the-co-curricular-connection-the-impact-of-experiences-beyond-the-classroom-on-soft-skills/>)

Embedding Career Management Competency into Curricula, NACE (<https://www.naceweb.org/career-readiness/best-practices/embedding-career-management-competency-into-curricula/>)

Students: Internship Positively Impact Competencies, NACE(<https://www.naceweb.org/career-readiness/internships/students-internships-positively-impact-competencies/>)

Top 10+ Most Requested Soft Skills, Education Advisory Board (<https://www.eab.com/daily-briefing/2019/03/05/the-10-most-requested-soft-skills>)

State Demand Profiles, Top skills, employers, and jobs by state in 2017, Education Advisory Board
(<https://www.eab.com/research-and-insights/continuing-and-online-education-forum/resources/state-demand-skills-employers-jobs>)

The Human Factor, The Hard Time Employers Have Finding Soft Skills, Burning Glass Technologies
(<https://www.burning-glass.com/research-project/baseline-skills/>)

Soft Skills Are Increasingly Crucial to Getting Your Dream Job, Guy Berger, Ph.D. LinkedIn
([https://www.linkedin.com/pulse/soft-skills-increasingly-crucial-getting-your-dream-guy-berger-ph-d-
/](https://www.linkedin.com/pulse/soft-skills-increasingly-crucial-getting-your-dream-guy-berger-ph-d-/))

Infinite Combinations, Career Readiness Badging Program, University of South Florida
(<https://www.usf.edu/career-services/career-ready/>)

The Liberal Arts Advantage, College of Liberal Arts, University of Minnesota,
(<https://cla.umn.edu/academics-experience/career-readiness>)

Core Career Competencies, College of Liberal Arts, University of Minnesota
(<https://cla.umn.edu/core-career-competencies>)

Unlock your liberal arts advantage - Get Ready for your future career, College of Liberal Arts,
University of Minnesota, (<http://get-ready.cla.umn.edu/>)

Get Ready for Your Future with Rate, College of Liberal Arts, University of Minnesota,
(<http://get-ready.cla.umn.edu/RATE-career-readiness-tool.html>)

Spartan Ready? The University of Tampa (<http://www.ut.edu/spartanready/>)

Unleash Your Inner Tiger, Clemson University (<https://career.sites.clemson.edu/core/>)

Infinite Combinations, Career Readiness Badging Program, University of South Florida,
(<https://www.usf.edu/career-services/career-ready/>)

Measuring Competency Proficiency: the Career Readiness Pilot Project, NACE,
[https://www.naceweb.org/career-readiness/trends-and-predictions/measuring-competency-
proficiency-the-career-readiness-pilot-project/](https://www.naceweb.org/career-readiness/trends-and-predictions/measuring-competency-proficiency-the-career-readiness-pilot-project/)

Resources

Skill Survey

- SkillSurvey Career Readiness Video: <https://www.skillsurvey.com/resource/career-readiness-for-career-services/>
- Handout: One-of-a-kind Career Readiness Report for students
- Handout: Career Readiness Project executive summary

UGA is exploring this product.

Am I Job Ready by PSI

See video:

- PSI: <https://www.psonline.com/platforms/amijobready/>
- Am I Job Ready: <https://www.amijobready.com/>
- Handout: Closing the Skills Gap
- Handout: Am I Job Ready?

Ole Miss is using this product.

Career Ready Guide by CareerSpots

Video: <https://www.careerspots.com/career-ready-2/>



The graphic features a blue vertical bar on the left with the title "Career Ready Guide Schools" in white. To the right, a list of 30 institutions is organized into three columns. A circular logo with icons and the text "CAREER READY GUIDE" is positioned to the right of the list. At the bottom right of the logo, it says "Developed by CareerSpots, Inc. | www.careerspots.com".

Barry University	Millersville University	Towson State University
Bemidji State University	Minn Center for IT Excellence/Metro State University	University of California Santa Cruz
Bermuda College	University	University of Kansas
California State University Sacramento	Minnesota State University Mankato	University of LaVerne
Concordia University Irvine	MiraCosta College	University of South Carolina
Cuyamaca College	Northwestern University	University of Tampa
Eastern Michigan University	Palomar College	University of Tennessee
Embry-Riddle Aeronautical University	San Diego City College	University of Wisconsin Green Bay
Feliciano School of Business at Montclair State University	San Diego Continuing Ed.	Virginia Tech University
Grossmont College	San Diego Mesa College	Washburn University
Imperial Valley College	San Diego Miramar College	Wayne State University
Kansas State University	Seton Hill University	West Virginia University
	Southwestern College	Western Connecticut State University
	SUNY Stony Brook University	Western Michigan University

Guides written by 3 career center directors/AVPs:

Virginia Tech, University of Tampa, and University of Kansas

Focus 2 Online Career Assessment

<https://www.focus2career.com/Focus2Career.cfm>

Focus 2 is our online career assessment that all students can access for career assessment. Focus 2 added a new module on Competencies where students can self-assess the career readiness.

Suitable

<http://www.suitable.co/>

On September 17th at 1pm (ET) we will host Jo Chytka (Director of Academic, Career and Exploratory Studies Center (ACES) and Becky Despain (SOAR Coordinator) from the University of Wyoming. They will share how Suitable helps them track and assess their institutional student development program "UW SOAR", which is a competency-based program ran out of the Advising & Career Services office at UW and is comprised of high impact experiential opportunities that will engage, shape and prepare students to meet complex challenges in the future. After a successful pilot year, SOAR aims to broaden its impact across campus this upcoming academic year and eventually accomplish their strategic goal of getting 25% of Seniors to build an Experiential Learning Record. Hear how they plan to do it and participate in an interactive Q&A

APPENDIX B

Teaching Effectiveness

Possible Course Evaluation Questions

Spring 2019

Goal

Develop a short set of standardized course evaluation questions related to teaching effectiveness to be used across all student evaluations, which can be used to compare across academic units. This will help support reporting to SACS and other agencies.

CPE and Academic Program Review

Per CPE mandate, academic programs are required to “explain the program’s measures of teaching effectiveness and what efforts to improve teaching effectiveness have been pursued based on these measures.” (CPE Program Review Template, 1.b)

Methodology

Literature on best practices was conducted and benchmarking data were gathered from various higher education institutions in ensure a compilation of both the breadth and depth of teaching effectiveness subthemes and assessment questions.

Overview

Words used to describe “teaching effectiveness”:

Approachable; being available; clarity; cultivating thinking skills; encouraging self-initiated learning; helpful; intellectually challenging; interesting; knowledgeable; makes subject interesting; motivate students to learn; motivating students; presents material well; setting high standards; stimulate interest in the subject

Instructor Questions

- **The instructor made it possible for me to increase my understanding of the subject.**
(CULTIVATING THINKING SKILLS, INTELLECTUALLY CHALLENGING)
- **The instructor encourages students to think critically.**
(CULTIVATING THINKING SKILLS, MOTIVATE STUDENTS TO LEARN, ENCOURAGING SELF-INITIATED LEARNING)
- **The instructor expected a high level of performance.**
(INTELLECTUALLY CHALLENGING, SETTING HIGH STANDARDS)
- **The work that I was asked to complete (e.g. assignments, exams, activities, projects) was helpful to my learning.**
(MOTIVATE STUDENTS TO LEARN, WORTHWHILE ACTIVITIES)
- **The instructor encouraged active participation/engagement (e.g. ask questions, share ideas) from all students.**
(CULTIVATING THINKING SKILLS, MOTIVATE STUDENTS TO LEARN, STIMULATE INTEREST IN THE SUBJECT, MOTIVATING STUDENTS, EFFECTIVE STUDENT INTERACTION, INCLUSIVE OF DIVERSE STUDENT POPULATIONS)

STUDENT MOTIVATION/EFFORT QUESTIONS

- **Generally, I put forth more effort than other students do on my academic work.**
- **My background prepared me well for this course's content**
- **I was motivated to do well in this course.**

Institutional References:

Berea: <https://www.berea.edu/ira/wp-content/uploads/sites/27/2016/04/IEQInstrument.pdf>

Berkeley: <https://teaching.berkeley.edu/course-evaluations-question-bank>

DePaul: <https://resources.depaul.edu/teaching-commons/teaching-guides/reflective-practice/Pages/teaching-effectiveness.aspx>

IUP: <https://www.iup.edu/teachingexcellence/teaching-resources/online-student-evaluation-questions/>

Vanderbilt: <https://cft.vanderbilt.edu/guides-sub-pages/student-feedback/>

Wisconsin-Madison: <https://assessment.provost.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/>

Other References:

Faculty Focus: <https://www.facultyfocus.com/articles/teaching-professor-blog/defining-teaching-effectiveness/>

[Skelton, A. \(2005\).](#) *Understanding Teaching Excellence in Higher Education*

CPE Legislative mandate: KRS 164.020--see specifically, KRS 164.020 (16)
<http://www.lrc.ky.gov/Statutes/statute.aspx?id=47324>

Kentucky Statewide Agenda (attached in list format, see specifically Objective 8)
<http://cpe.ky.gov/ourwork/strongerbydegrees.html>