

Minutes of CAS Faculty Senate Meeting, February 18, 2018, 104 Gore Hall, 4pm

Present: J. Alcantara-Garcia, E. Bell, M. Donovan, D. Galileo, J. Gizis, A. Hayes, A. Hicks, K. Jasinska, M. Johnson, Y. Leung, B. Ley, B. McKenna, S. McKenna, J. Morgan, J. Morrison, O. Olabisi, J. Oestreich, R. Rawat, K. Rosenberg, A. Sarzynsky, T. Seraphin, J. Serrano, D. Stevens (for P. Gentry), L. Timmons, G. Watson

Also present: A. Barrier, D. Doren, J. Sawyer, S. Van Horne

1. The Meeting was called to order at 4:04PM

2. The agenda was approved.

3. The senate did not consider approval of the minutes of the December 2017 CAS Senate meeting because the executive committee was unable to meet and review them last week.

4. Remarks from Office of Institutional Research and Effectiveness (J. Sawyer, S. Van Horne):

J. Sawyer made a brief presentation to follow up on his presentation at the December 2017 Senate meeting. President Assanis would like to have additional analysis of how strategic priorities interact with various ranking systems. The plan is to put together a small group of people starting this semester, but the timing is not yet known. Dr. Sam Van Horne will work on this and made the rest of the presentation.

S. Van Horne presented on various rankings and how they are determined, including US News & World Report, Times Higher Education, Kiplinger's Rankings, and Princeton Review. These rankings are based on a large number of metrics. Some include surveys of guidance counselors, academic administrators, or students. International rankings tend to emphasize research productivity, while domestic rankings are mainly about undergraduate education. The presentation slides are attached to these minutes. One question was about focusing resources on high impact areas, such as class size. This led to a discussion of trade-offs. For example, the university must consider whether it is better to invest in smaller class sizes or more scholarships. We currently lose top students to highly ranked research universities. Decisions will take careful study.

5. Committee Report – Educational Affairs (A. Barrier)

A. Barrier explained that the educational affairs committee's October deadline is necessary for curriculum proposals to make their way through all the necessary university approvals. She has been receiving requests for special consideration. It is not possible to grant exceptions because the approvals are not just made by the CAS Senate. She requests that senators please share this information with their departments.

The consent agenda (see below) was considered. Item 14 (Psychology BS) was included on the consent agenda by mistake and was pulled. The consent agenda (13 items) was approved.

The deactivation of the Psychology BS was discussed. A department representative explained the situation. The BS was meant to prepare for PhD programs; however, many incoming students select the BS because they mistakenly think the BS “looks better” than the BA. The department must then spend a lot of time advising students who should not be in this program. Overall, about 50 admitted to BS program annually, but only 4-5 graduate with BS. Furthermore, it is currently very difficult to be admitted directly to a psychology PhD program; instead, it is typical to work a few years after graduation before applying to graduate school. Students intending to go to PhD graduate school can still do a thesis through the BA track and they also have the option of the neuroscience BS major. The Psychology BS is approximately just 2% of the department’s majors.

The deactivation of the Psychology BS was approved by the senate.

A proposed new STEM and Community Engagement minor was discussed. The originator was away on sabbatical but was available to quickly reply to emailed questions. The proposed minor is aimed at improving the ability of STEM students to communicate with non-STEM people. Various concerns were expressed. There were questions about the course lists. The minor is described as intended for STEM majors but is open to any. The senate voted to postpone consideration of this new minor until the next meeting. The originator is expected to be able to attend that meeting. Questions are requested in advance.

6. Committee Report – COCAN (J. Morgan)

J. Morgan presented an overview of CAS committees and the current membership. The two-year term limit for the P&T committee requires considerable effort. A full professor is needed to chair the committee. The four portfolios must be represented, and a CT faculty member is needed.

The diversity committee was discussed. A number of new members are needed. It was mentioned that committee has been struggling with its role. Dean G. Watson described a number of diversity efforts at the college level. In recent years, he has been less reliant on this committee, which is only charged with advising dean.

7. Remarks from Senate President (S. Kaufman)

S. Kaufman made a presentation “Refocusing our attention: Ensuring student success.” The slides are attached. He called on the faculty to improve the quality of teaching, comprehensively rethink curricula, and evaluate teaching effectiveness.

8. Remarks from College Dean (G. Watson)

In light of discussion earlier in the meeting, Dean Watson described one example of decision making related to rankings. US News and World Report rankings value classes with fewer than 20 students. He discussed how our ENGL 110 sections of 22 could be reduced to 19. There are 180 sections taught in sections of 22, so we would need to add 28 sections. To teach these sections, we would need to add 4 CT faculty members. He consulted with expert faculty, who stated there is no evidence that pedagogical outcomes are better for 19 instead of 22, although a reduction in the section size does affect amount of faculty work (i.e., less grading per section.) Furthermore, an analysis concluded that this would not move us even one spot in rankings.

9. Unfinished business – none.

10. New Business – none.

11. The meeting was adjourned at 5:34PM.

Consent Agenda: Program Changes

1. Cognitive Science (BS) 2017-2018 Undergraduate Program Revision
2. Cognitive Science Minor 2017-2018 Undergraduate Program Revision
3. Comparative Literature (BA) 2017-2018 Undergraduate Program Revision
4. Computational, Mathematical, and Logical Foundations of Cognitive Science Specialization 2017-2018 Undergraduate Program Revision
5. Legal Studies Minor 2017-2018 Undergraduate Program Revision
6. Linguistics (BA) 2017-2018 Undergraduate Program Revision
7. Music Education-General/Choral - Piano Concentration (BM) 2017-2018 Undergraduate Program Revision
8. Music Education-General/Choral - Voice Concentration (BM) 2017-2018 Undergraduate Program Revision
9. Music Education-Instrumental - Principal Instrument Concentration (BM) 2017-2018 Undergraduate Program Revision
10. Music Minor - Applied Music-Principal Instrument 2017-2018 Undergraduate Program Revision
11. Physics (BS) 2017-2018 Undergraduate Program Revision
12. Physics (PhD) 2017-2018 Graduate Program Revision
13. Physics - Astronomy/Astrophysics Concentration (BS) 2017-2018 Undergraduate Program Revision
14. ~~Psychology (BS) 2017-2018 Undergraduate Program Deactivation~~

The background of the slide features a large, light blue watermark of the University of Delaware seal. The seal is circular and contains an open book with the words 'GRAMM', 'PHILOSOPHIA', 'RHETORICA', 'ETHICA' on the left page and 'METAPHYSICA', 'LOGICA', 'MATHEMATICA', 'PHYSICA' on the right page. Below the book is a banner with the word 'SOL'. The outer ring of the seal contains the text 'UNIVERSITY OF DELAWARE' and the year '1743' at the bottom.

Rankings and Strategic Priorities

Sam Van Horne, Ph.D.

Office of Institutional Research and Effectiveness



U.S. News and World Report

- UD included overall rankings for 310 National Universities in 2018

- A score is derived from metrics in these major areas:
 - Graduation and retention rates (22.5%)
 - Undergraduate academic reputation (22.5%)
 - Faculty resources (20%)
 - Student selectivity (12.5%)
 - Financial Resources (10%)
 - Graduation rate performance (7.5%)
 - Alumni giving rate (5%)

Times Higher Education

- Overall methodology includes following areas:
 - Resources (30%)
 - Measures for determining whether university can “effectively deliver teaching”
 - Amount of money spent on instruction per student (11%)
 - Student/Faculty Ratio (11%)
 - Number of published scholarly papers per faculty member (as indexed by Elsevier) (8%)
 - Engagement (20%)
 - Data related to strength of educational options
 - Student survey on engagement with learning (7%), opportunities to interact with others (4%) and student recommendation (6%)
 - Number of subjects taught (3%)

Times Higher Education (cont.)

- Outcomes (40%)
 - Graduation rate (11%)
 - Two value-added models: 1) an model for a university's effect on salary of graduates (12%) and 2) a model for university's effect on students' ability to repay debt (7%)
 - Academic reputation survey of leading scholars (10%)
- Environment (10%)
 - Proportion of international students (2%)
 - Racial and ethnic diversity of students (3%)
 - Proportion of students from low-income backgrounds (2%)
 - Racial and ethnic diversity of faculty (3%)

Kiplinger's Rankings

- U.D. is ranked in the “Kiplinger’s 100 Best Values in Public Colleges” and “Kiplinger’s
- Quality criteria are 55% and cost criteria are 45% of total score

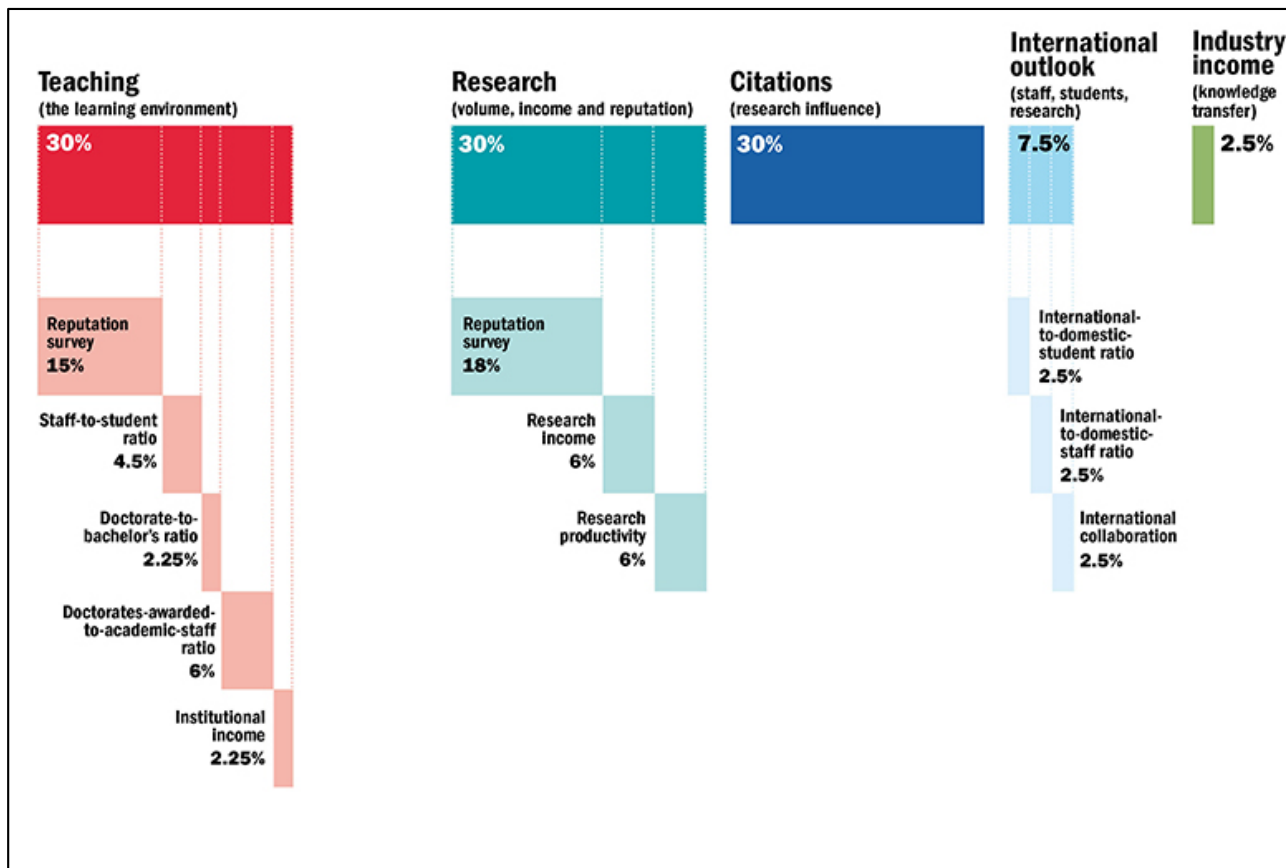
Summary of Criteria for Kiplinger's Rankings

- Quality Criteria (55%)
 - Admission rate
 - Yield rate (# of admitted who enrolled)
 - % of first-years who are “high scorers” on SAT or ACT
 - Four-year graduation rate
 - Freshmen retention rate
 - Student/Faculty Ratio
- Cost Criteria (45%)
 - Total cost of attendance (lower costs ~ better scores)
 - Proportion of need that is met
 - Number of need-based grants

Princeton Review Ratings and Rankings

- Ratings
 - There is no overall ranking like there is for US News.
 - Criteria for inclusion in Best Colleges are broad, but vague.
 - Colleges must allow Princeton Review to survey students
 - Final list in 2018 includes 382 colleges in Best Colleges.
- Rankings
 - Developed from surveys and data collection from various sources.
 - Top 20 Colleges are ranked for each area.
 - Areas of rankings include Academics, Admissions Selectivity, Financial Aid, Fire Safety

Criteria for Times Higher Ed. World Rankings



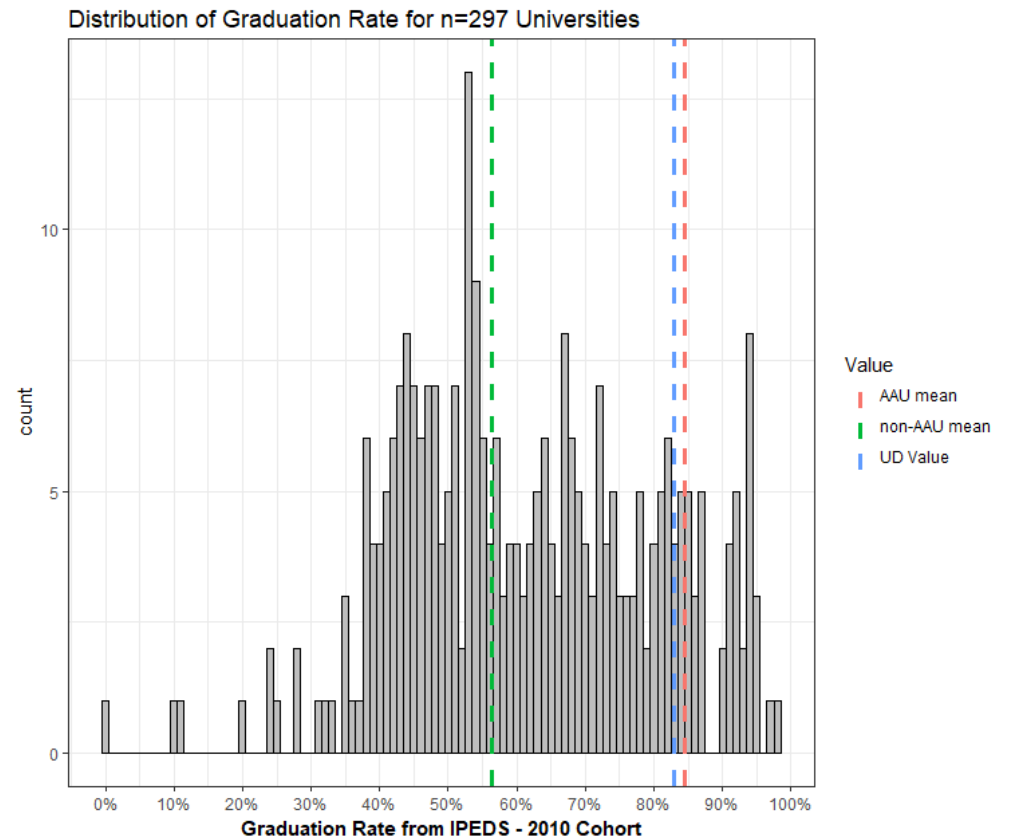
Graphic is from: <https://www.timeshighereducation.com/world-university-rankings/methodology-world-university-rankings-2018>

U.S. News Global Rankings

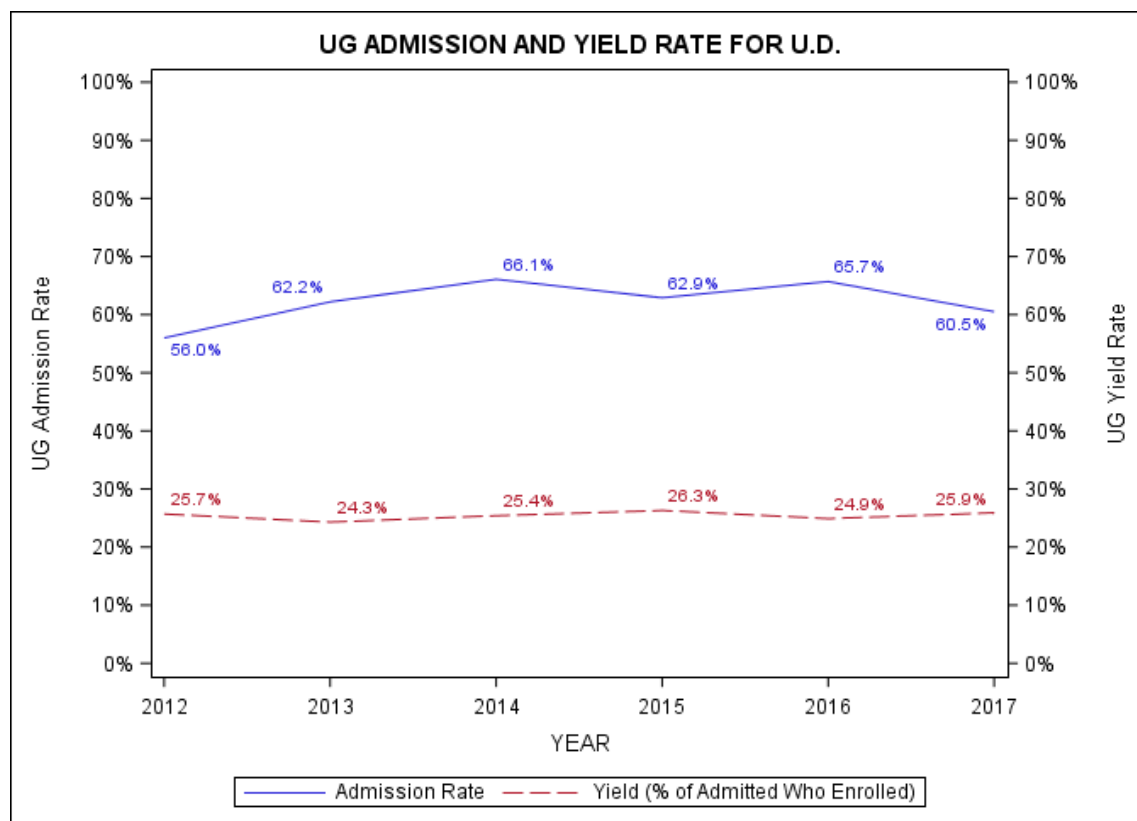
- Reputation Indicators (25%)
 - Global research reputation
 - Regional research reputation
- Bibliometric Indicators (65%)
 - Publications
 - Books
 - Conferences
 - Normalized citation impact
 - Total citations
 - # Publications in top 10% of most cited
- Bibliometric Indicators (cont.)
 - Percentage of total publications among 10% most cited
 - International collaboration
 - Percentage of total publications with international collaboration
- Scientific Excellence Indicators (10%)
 - Number of highly cited papers in top 1% most cited in field
 - Percentage of total publications among top 1 percent most highly cited papers

Enhancing the success of our students

- Growing the undergraduate enrollment may risk lowering measures of student success if university cannot accommodate new students
- As figure shows, graduation rate at U.D. tends to be good
- Improving graduation rates for underrepresented students can be priority



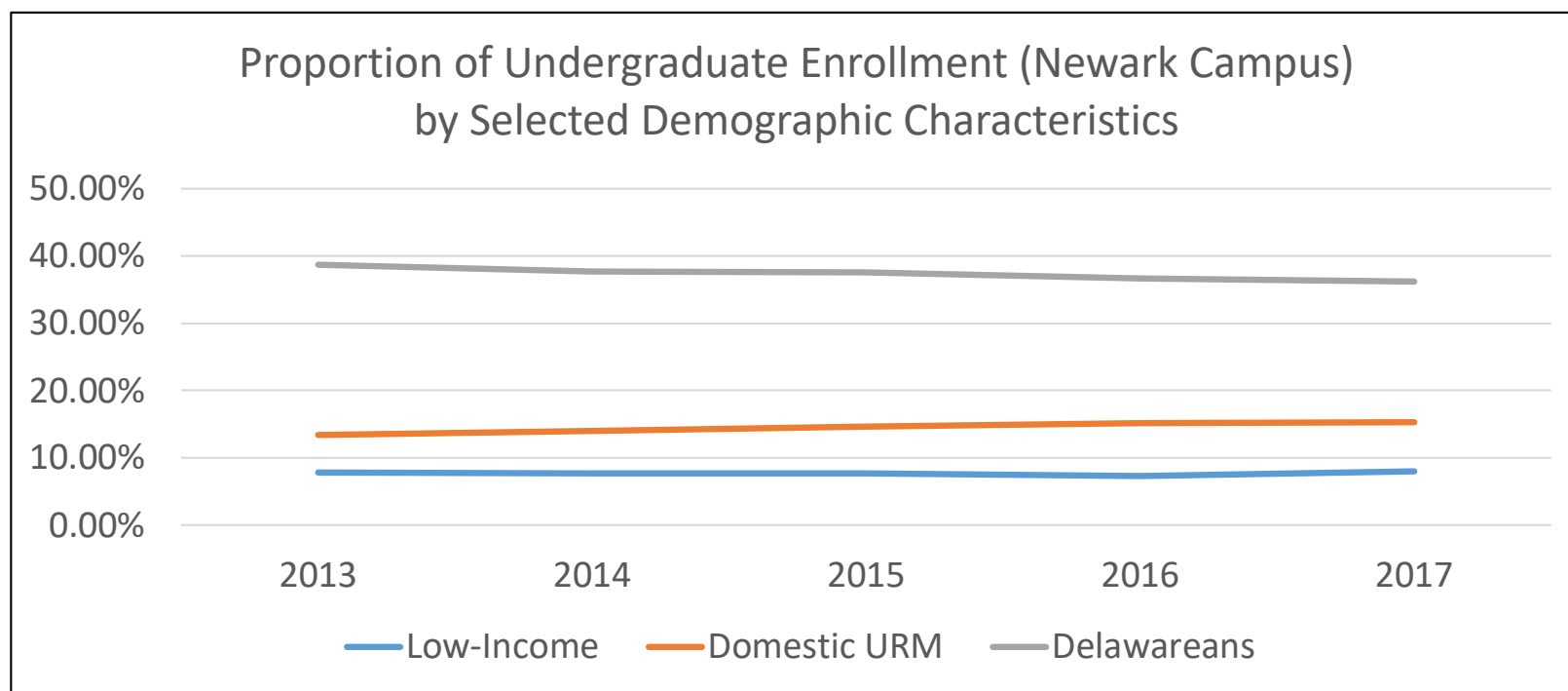
Admission Rate and Yield Rate at U.D.



Building an environment of inclusive excellence

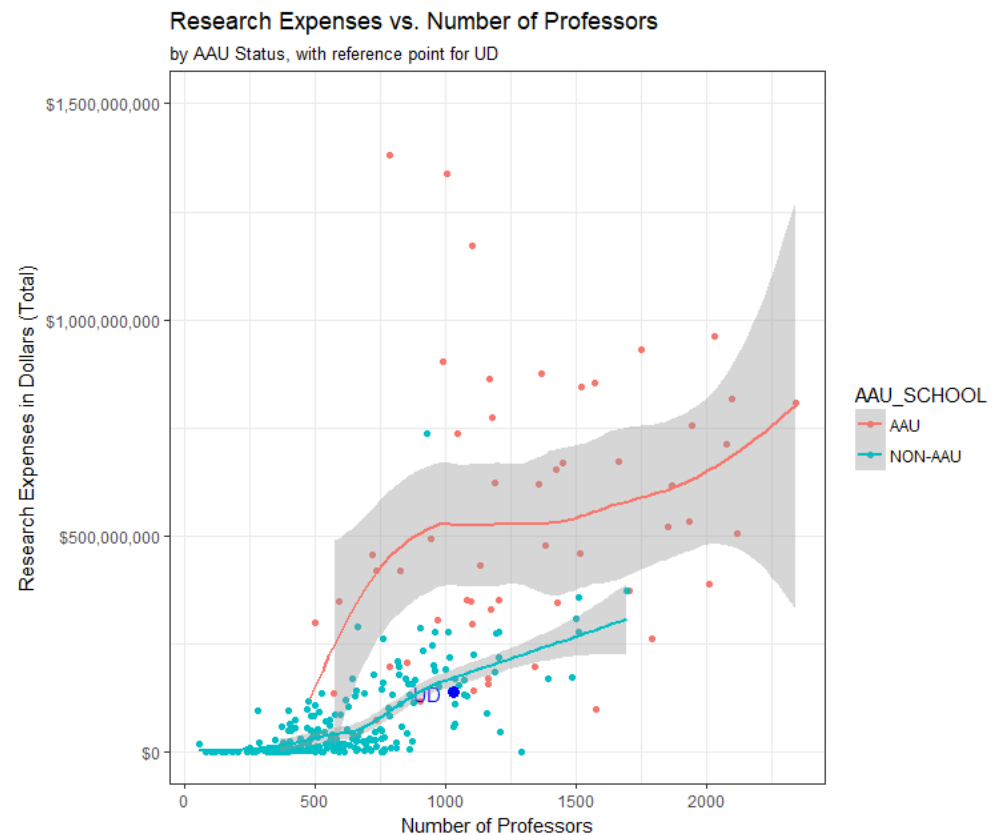
- Some rankings (THE) place more value on diversity of students and faculty
- These diversity measures include proportions of international students, students from low-income backgrounds, and students from under-represented groups in higher education

Inclusive Excellence (cont.)



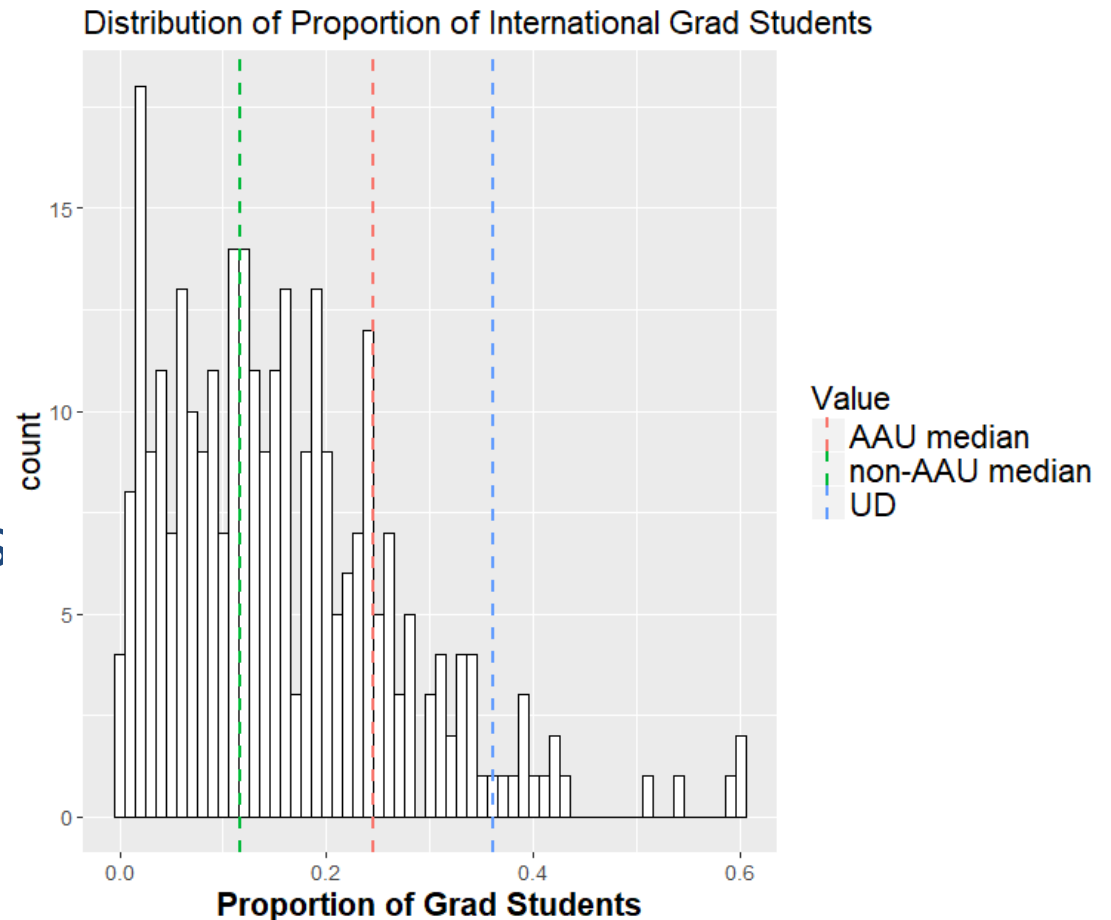
Investing in Our Intellectual and Physical Capital

- Investing in both new faculty and growing the research enterprise



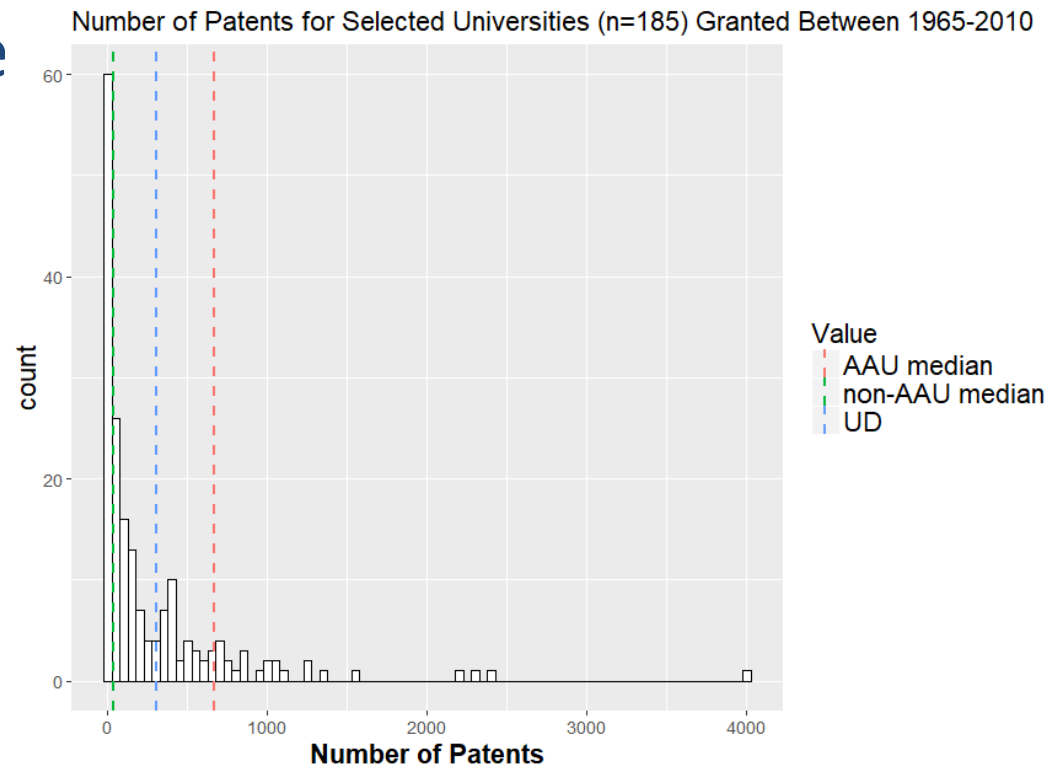
Strengthening Interdisciplinary and Global Programs

- Global Rankings place value on increased international collaboration among researchers
- Enrollment of international students



Fostering a spirit of innovation and entrepreneurship

- Some international rankings systems value outcomes related to entrepreneurship



Refocusing Our Attention: Ensuring Student Success

Stuart J. Kaufman, Professor

President, College of Arts and Sciences Faculty Senate

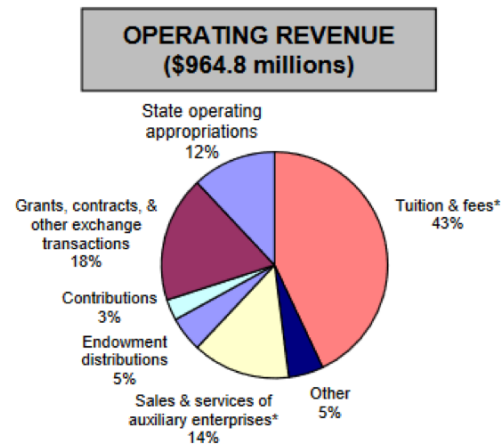
February 19, 2018

What Pays Our Salaries?

Student tuition dollars

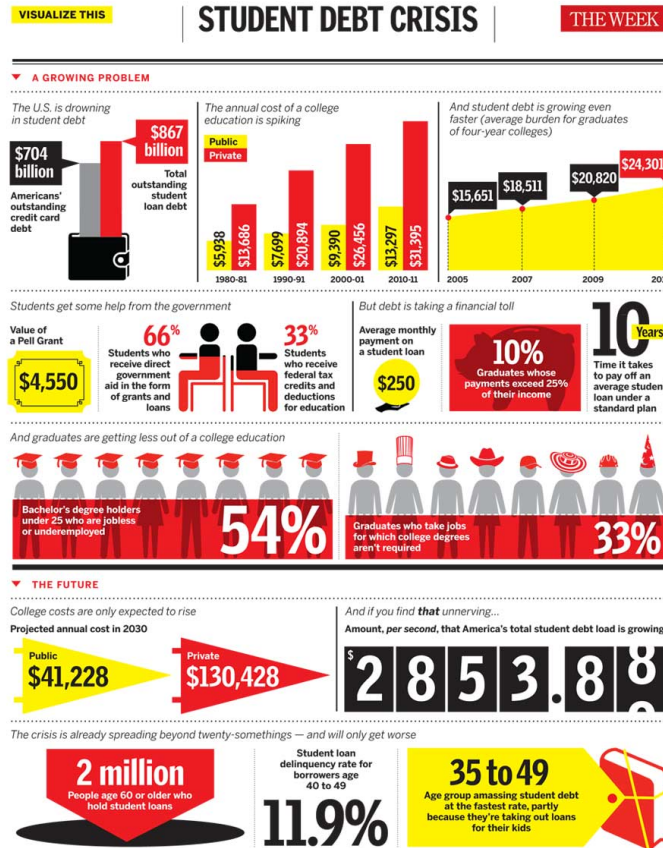
UD Facts & Figures 2016-17

OPERATING REVENUE, EXPENSES AND TRANSFERS *Fiscal Year 2016*



* Net of scholarships & fellowships

What Does It Cost Them?



What Do They Get?

■ January 16, 2018, 6:00 AM EST

■ Corrected January 17, 2018, 5:01 PM EST

The Case Against College

● "Education's like John Gotti," Bryan Caplan writes in a new broadside against the U.S. system. "Guilty as sin, but everyone's petrified to testify against it."

By Peter Coy



ILLUSTRATION: JACI KESSLER LUBLINER

Last April, Vermont independent Senator Bernie Sanders introduced the College for All Act, which would eliminate tuition and fees at public four-year colleges and universities for students from families that earn up to \$125,000 per year. It would also make community college tuition-free for everyone. Good idea or bad?

Some Questions Being Raised

- Are students learning what they really need to know?
 - When was the last time the College and departments considered what substantive information their students should know upon leaving UD, and acted to ensure they received it?
 - For CAS, not “10 sciences credits” but what specific scientific knowledge?
 - The question is not “which department teaches the most important stuff?” but “are we sure courses and programs convey the most important and useful information—rather than just following the traditional pattern?”
- Do students remember what they learn after graduation?
 - The accusation: no, they don’t
 - The reality: we basically don’t know if they do or not
- Are faculty using the most effective teaching techniques to maximize learning?
 - The reality: we put very little effort into improving pedagogy
 - We don’t have a system for systematically improving teaching

What We Would Do If We Were Serious About Enhancing Student Success--I

1. Establish a system for continuous improvement in the quality of teaching we offer
 - a. Comparisons:
 - i. Metaphor: if pro athletes can benefit from coaching, so can we
 - ii. If our scholarship can benefit from peer review, so can our teaching
 - b. Possible pieces of the system
 - i. annual or semiannual classroom visits by colleagues *for purposes of feedback not evaluation*
 - Preparation for such visits prompts reflection, “de-briefings” afterward prompt exchange of teaching ideas
 - ii. Regular departmental-level seminars on pedagogy focused on teaching methods most effective for the discipline
 - iii. Expectation of regular attendance at outside seminars (e.g. by CTAL) to help provide ideas to feed into i. and ii.

What We Would Do If We Were Serious About Enhancing Student Success--II

2. Comprehensively rethink our curricula

- a. Start from first principles: What do students need to know?
 - What factual and theoretical knowledge?
 - What analytical, expressive and other skills?
 - Do standard texts include material that is more traditional than essential?
 - Explicitly incorporate job market expectations (not the only thing, but still important)
 - The assumption: debate and reconsideration will yield improvements
- b. Programs need to rethink not just *which courses* but the *content* of the courses: more coordination in presentation of material, especially in liberal arts-focused programs
 - Also, think systematically about adding interdisciplinary dimensions especially in one-discipline majors

3. Evaluate the teaching effectiveness of courses and programs

- a. Use pretests (***our own***) to measure course learning
- b. Survey or quiz alumni to measure long-term retention
- c. Survey alumni to identify strengths and weaknesses

What's the point of all this?

The goal: to become, and cultivate a reputation as, the leading public university in providing excellent instruction

- Don't worry about others' metrics; develop our own
- Position ourselves as explicitly worth the money
 - Cheaper than the private universities
 - Delivering *verifiably* better instruction
- It's easy to accomplish because so few others are trying
 - But the market will catch up with all of us—let's get ahead of it!

Why We Don't Do Most of This

1. Inertia. Never did it, few others do it, why bother
2. Many of us are more interested in scholarship than teaching (that's why we were hired)
3. We will be punished if we try
 - a. Putting more effort into teaching means putting less effort into scholarship
 - b. Scholarship not teaching is the sine qua non of advancement at UD
 - c. The emphasis on scholarship at UD is growing not declining
4. We aren't allowed: tenure-track faculty hiring requests justified on programmatic (teaching) grounds are not approved
5. **Conclusion: If we were to go in this direction, it would require a policy decision from the top to accept less scholarly productivity in in many areas exchange for doing a better job teaching the students who pay our salaries**
 - i.e. those who can get grants, do
 - Those who can't get grants, excel at teaching (beyond current expectations)