Minutes of the Faculty Senate

Presiding: Jeffrey Marchetta (Mech Engr)   **Date: 3-23-2021**

Secretary: R. Jeffrey Thieme (Marketing & Supply Chain Management)

Senators Present: Alena Allen (Law), Reza Banai (City & Regional Planning), Thomas E. Banning (Engr Tech), Brennan K. Berg (KWS), Eugene Buder (Comm. Sci. Disorders), Theodore J. Burkey (Chemistry), Gerald Chaudron (Univ Libraries), Coriana Close (Art), Jill Dapremont(Nursing), Frances Fabian (Management), Hal Freeman Jr. (Professional & Lib. Studies), Michail Gkolias (Civil Engineering), David Gray (Philosophy), Denis D. Grele (World Lang & Lit), Melissa Hirschi (Social Work), Stephanie Huette (Psychology), Brian Janz (Business Info. Tech), Eddie Jacobs (Electrical & Computer Engineering) Holly Lau (Theatre & Dance), Erno Lindner (Biomed. Engineering), Jeni Loftus (Sociology), J. Joaquin Lopez (Economics, Scott Marler (History), Melissa Janoske McLean (Jour. & Strategic Media), Sanjay Mishra (Physics), Fawaz Mzayek (Public Health), Deanna Owens-Mosby (Instr. & Curr. Leadership), Patrick Murphy (CEPR), Michael Perez (Anthropology), Steven L. Nelson (Leadership), Esra Ozdenerol (Earth Sciences), Zabiholah Rezaee (Accountancy), Curt Schuletheis (Mil Sci-Naval Sci), Sajjan G. Shiva (Computer Science), Mark Sunderman (Fin, Ins, & Real Estate), Scott Sundvall (English), Jeff Thieme (Marketing & Supply Chain Management), Jennifer Thompson (Architecture), William P. Travis (Health Studies), Kris-Stella Trump (Political Science), Stephen J. Watts (Criminal Justice), & Máté Wierdl (Mathematical Sciences), and Daryn Zubke (Music).

Senator Present by Proxy: David Goodman(Communications), proxy David Appleby

Senators Absent: Steven L. Nelson (Leadership), Steven Schwartzbach (Biology)

Faculty Senate Information Officer: To be determined.

Guests: Thomas Nenon (Provost's Office), Robert Jackson (Information Tech Services), Stanley Hyland (UMAR), James Orr (Academic Affairs), David M. Kemme (Board of Trustees, Faculty Rep.), Jennifer Murchinson (Disability Resources for Students), Amanda Rodino (Disability Resources for Students), Tara Buchannan (Disability Resources for Students), David Appleby (Gloria F. Carr (Faculty Ombudsperson), Meghan Cullen (Staff Senate), and Maggie Landry (Social Work).

The four-hundred-and-seventy eighth meeting of the University of Memphis Faculty Senate was held on Tuesday, March 23, 2021 via the Zoom video conferencing platform due to restrictions imposed in response to the COVID-19 global pandemic.

03.23.21.01   CALL TO ORDER (2:40 P.M.)

President Jeff Marchetta called the virtual meeting to order at 2:40 pm with a quorum present.

03.23.21.02   APPROVAL OF AGENDA

The agenda was approved as written.

03.23.21.03   APPROVAL OF MINUTES

Faculty Senate – February 23, 2021

The minutes of the February 23, 2021 Faculty Senate (FS) meeting were approved as written.

03.23.21.04   PRESIDENT'S REPORT

President Marchetta reported that last month the FS passed a compensation plan based on the possibility of a 4% salary increase proposed by Governor Bill Lee. The motion was passed on to University President M. David Rudd and senior university leadership. University President Rudd was receptive, and a discussion of salary increases has begun. Salary increases are likely to start with cost of living adjustments (COLA), potentially followed by compensation and equity considerations. President Marchetta stressed that this has been a difficult year. Administration would like to see adjustments for adjunct faculty as well as $15/hour wages for staff. University President Rudd will articulate a plan in an email to faculty in the next few weeks.

President Marchetta reported that Senator elections are complete for all units. The next step is for the FS Office to receive forms from Senators for preferences for standing committee and Executive Committee (EC) positions. He urged Senators to be responsive in returning the forms to the FS Office before the April 20 FS meeting.

President Marchetta reminded Senators that voting will be facilitated through polls on the Zoom platform and would be verified by Administrative Assistant Kim Marks and himself.

03.23.21.05   PRESENTATIONS AND DISCUSSION

IT Security Incidents and Prevention Q&A with Dr. Robert Jackson, CIO

President Marchetta yielded to Dr. Robert Jackson, CIO, who discussed recent information technology (IT) security incidents and prevention. Dr. Jackson reviewed the incident from February 17, 2021. ITS (Information Technology Services) identified systems that needed to be quarantined and hired FireEye to install software on campus computers. To date there are only about fifty computers that still need the software installed. The investigation determined that this was an attempted ransomware attack and that the attack was prevented. No computers were encrypted. Password change requirements are in effect. Normally ITS doesn't require password changes because of the use of Duo authentication. This password change requirement is only a response to the attack. Also, password requirements have been increased to a minimum of fifteen characters. Dr. Jackson reminded Senators of ITS security standards and guidelines and asked them to review them and that annual IT security training is available. He asked Senators to forward any suspicious email to abuse@memphis.edu so ITS can take steps to prevent others from falling victim to suspicious emails. He also urged Senators not to hesitate to contact the ITS service desk with any concerns (678-8888). He then reviewed ongoing projects: data loss prevention and adoption of the NIST SP 800-171 standard. ITS is working with the Office of Sponsored Programs (OSP) on the NIST project. This project is for compliance with federal regulations. ITS is considering new features in MS Office 365 (data loss prevention) as well as a secure file portal. The secure file portal will help the university comply with FERPA and HIPAA compliance issues. ITS is currently testing these features with ITS personnel. Regarding the NIST project, Dr. Jackson is hoping to receive recommendations from a vendor in April. Working with

OSP, he is also hopeful that action plans to achieve NIST compliance will be completed in May. Then, over the summer, ITS would begin working on the steps necessary to implement those actions. He stressed that it's an aggressive timeline that's tentative.

Senator Máté Wierdl asked about what is meant by the term secure file portal. Dr. Jackson answered that the secure file portal will allow students to submit secure information for admissions. The secure file folder portal would also allow the university to shut down the current system. He clarified that the portal does not check the content of files. It is a secure mechanism for transferring files. Data loss prevention scans transmissions for sensitive data.

Senator Wierdl followed up by asking if a file sent in the PDF format would be checked. Dr. Jackson answered that it would. He added that to the extent that the technology can scan a file it will search for sensitive information. Then a warning would be triggered when you send the email. A false positive could occur and no technology is perfect. Once notification is received, you would be able to determine whether or not you were transferring sensitive data. ITS is currently starting with the warning feature and will work through various issues when blocking begins.

Senator Erno Lindner commented that about 2-3 months ago he received an email from ITS that there was a credit card number on one of his computers. He felt bad that ITS is checking everything on his computers. Dr. Jackson responded by stating that the ID Finder program scans for credit card numbers and is part of the university's compliance program. The system has been in place for at least 8-9 years. There are some false positives. Dr. Jackson is hopeful that new technology will replace ID Finder and have less false positives. He understands faculty concerns, but they do scan all computers for credit card numbers on campus. He reminded Senators that ITS doesn't have people looking through data on university computers. The systems scan automatically.

Senator Eugene Buder expressed concern that some features no longer function. He asked if this is a result of the security lockdown and whether the changes would be lifted soon. Dr. Jackson answered that most services have been restored. He believes that there are about three services left to restore. He clarified that this doesn't mean that everything is back the way it used to be because some blocks must remain in place. Services may resume in a different fashion based on recommendations from the security team.

Parliamentarian Mark Sunderman asked if these systems will limit the type of file that can be sent. Dr. Jackson answered that the only file type limitation is that executable files sent as attachments may be blocked.

Senator David Gray asked about any steps that are being taken to ensure that a security breech similar to the one last fall doesn't happen again. Dr. Jackson answered that MS Office 365 encrypts data.

President Marchetta thanked Dr. Jackson for updating the Senate and answering questions.

Dr. Jackson expressed appreciation for the work of the Senate through these incidents. He is thankful for the support.

Faculty Trustee Q&A with Dr. David Kemme, Faculty Trustee

President Marchetta updated the Senate on candidates for the Faculty Trustee position. Last month the FS approved a slate of two candidates. One candidate has since withdrawn, and the

remaining candidate is Dr. David Kemme, the current Faculty Trustee. The FS will formally take a vote in the April 20 meeting, even though there is only one candidate. Typically, the FS has an open forum with candidates. In leu of that, he has asked Faculty Trustee Kemme to join the FS for a question and answer session. He has asked Faculty Trustee Kemme to describe the role of the Faculty Trustee and share his thoughts and the challenges that will face the Board of Trustees (BoT) in the near future.

President Marchetta yielded to Faculty Trustee Kemme who stated that it has been an honor to serve as a Trustee. He shared how he approaches the Trustee position. His role is the same as all other Trustees. One special aspect of his service is to bring the perspective of faculty to the board. He shared his belief that a Trustee should ensure the best interests of the university and its stakeholders are considered. As a result, he wants to make sure that all management decisions are in harmony with those interests. Operating as an economist, he first identifies stakeholders. He suggested that students and parents are probably primary stakeholders. Next are state authorities and taxpayers, followed by alumni and donors, faculty and staff, and community and neighbors. There are tradeoffs across stakeholders. Concerning students and parents, they are concerned about affordable access, the total campus experience, student activities, graduation, and placement. He added that sometimes we are conflicted with state authorities, but in the end, we must follow state laws. We are heavily regulated by the state by legal and accreditation constraints. He pays attention to budget and finance issues. He is on the Governance and Finance Committee and chairs the Academic, Research and Student Success Committee. He clarified that the BoT doesn't get involved with the management of the university. Instead, it focuses on policies. The bulk of their time is spent on budget and finance issues.

Senator Zabi Rezaee asked Trustee Kemme to share the challenges that he's facing as a Trustee. Faculty Trustee Kemme emphasized that the Trustee is a tough position to step into without prior training. It takes time to figure out how to be a Trustee. During this term, he wants to develop a cohort of interested colleagues to discuss issues during the term. Trustees, by law, are not allowed to talk to each other outside of meetings. Media is present during meetings and this inhibits some open discussion. Concerning faculty governance and faculty representation, the FS is the right place to deal with most faculty issues. Again, the BoT does not get into the details of management. It focuses on policies and lets the university administration take care of management. Regarding challenges, one is the budget. He believes that the BoT has done a good job getting through the budget situation in the past year ($50 M shortfall). Next year's budget is unknown but could be a challenge. The university needs to get through the next year without making cuts that would damage its future. A second challenge is replacing University President M. David Rudd. The BoT thinks he's done a great job and will be difficult to replace. Trustee Carol Roberts is chairing that search committee.

'Disability Resources for Students' by Jennifer Murchison, Disability Resource Services

President Marchetta yielded to Jennifer Murchison, Assistant Director, Disability Resources for Students, Tara Buchannan, Director, Disability Resources for Students, and Amanda Rodino Assistant Director, Disability Resources for Students, who made a team presentation on Disability Resources for Students (DRS) (See Appendix).

Senator Esra Ozdenerol asked if we know how many students are from under-represented groups. Ms. Buchannan responded that they are working with Bridgette Decent, Director of

Office of Institutional Research, to get that information. She added that the DRS population was not representative of the university student population.

Provost Tom Nenon commented that this is a great and important office. He encouraged Senators to take advantage of their services and understand that they want to work with you. He asked Senators to negotiate with DRS staff, not students, and to refer students to DRS so they can determine how to handle their issues.

President Marchetta encouraged faculty to reach out to DRS with any questions or issues.

'Annual Ombudsperson Report' by Dr. Gloria Carr, Ombudsperson

President Marchetta yielded to Dr. Gloria Carr, Ombudsperson, who presented the Ombudsperson Annual Report (See Appendix). She noted that the report covers Fall 2019 through Fall 2020 and that this is a longer period of time than the typical report covering one year.

President Marchetta thanked Ombudsperson Carr for her report. He reminded the Senate that the next Ombudsperson term begins in January 2022. The Ombudsperson election will be in the fall.

03.23.21.06   STANDING COMMITTEE UPDATES & REPORTS

Executive Committee

President Marchetta yielded to Senator Lindner who summarized the Faculty and Research Information Management Systems Final Report (See Attached).

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 39 yes, 0 no, and 0 abstain.

Faculty Policies Committee

President Marchetta yielded to Senator Buder, chair of the Faculty Policies Committee, who reported that the Committee will be meeting with the Provost to discuss handbook revisions. The Provost is concerned about a recent motion on post-tenure review. He will report back in the April 20 FS meeting.

Budget and Finance Committee

President Marchetta yielded to Senator Rezaee, chair of the Budget and Finance Committee, who summarized what he learned after meeting with Crews School of Accountancy faculty on the lean management continuous improvement strategies and SWOT (strengths, weaknesses, opportunities, and threats) analysis. Faculty met for two hours. The process is not perfect and is full of challenges. Faculty didn't like the process. They were skeptical and lacked trust. He clarified that this is the first of three phases. This is the first time faculty have a seat at the table to engage, participate, and have impact on the future of the university. In the meeting, faculty tried to identify some sustainability and educational issues relevant to School of Accountancy to do things better, stronger, and sustainable. They focused on their SWOT analysis. He asked Dr.

Ken Lambert and Dr. Peter McMickle to lead the meeting. Faculty identified various issues in the department. For example, the director is retiring. Is this an opportunity? They also discussed undergraduate, graduate, and PhD issues. Dr. Lambert and Dr. McMickle are working on the final report based on input from faculty. The deadline is extended from March 29 to April 5. Next, the Budget and Finance Committee will receive completed reports from all units. These reports will be combined and presented to deans. That will be the end of phase 1. Then, deans will report back to Committee. The Committee will take responses from deans to the Senate in the fall. Then phase 2 begins. Senator Rezaee encouraged Senators to reach out to him with any questions as they work through the process.

Senator Michael Perez reported that there were inconsistencies in the OIR (Office of Institutional Research) KPI (key performance indicators) report with department data. Senator Rezaee responded that Senator Perez's department isn't the only one with this issue. He referred all Senators to Bridgette Decent to resolve any inconsistencies.

Senator Patrick Murphy explained that his department has a variety of divisions – two clinical and two nonclinical programs. He asked how they should combine these into one document. Senator Rezaee responded that the School of Accountancy is complicated as well. There were some disagreements. He suggested that departments focus on the most important issues. He also suggested that administrative support and overall programs be considered. He asked Senator Murphy to contact him later.

President-elect Jill Dapremont asked if the form should be used as the format for the report and if they should fill in each category. Senator Rezaee responded that the most important part is the safeguard and sustainability category.

Senator Rezaee encouraged Senators to reach out to him throughout the process for help.

Academic Support Committee

President-elect Dapremont yielded to Senator Perez, chair of the Academic Support Committee, who reported that on Monday he'll be meeting with ITS to discuss the Senate discussion board.

Administrative Policies Committee

President Marchetta yielded to Senator Ted Burkey, Administrative Policies Committee, who summarized their report (See Appendix).

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 39 yes, 0 no, and 1 abstain.

Library Policies Committee

President Marchetta yielded to Senator Gerald Chaudron on behalf of Senator David Goodman, chair of the Libraries Policy Committee, who reported that they have nothing to report.

Academic Policies Committee

President Marchetta yielded to Senator Denis D. Grélé, chair of the Academic Policies Committee, who summarized the Committee's report (See Appendix).

President Marchetta asked Senator Grélé to convey to the Committee that the Senate would like to have a vote to move any pilot questions forward before anything is finalized. Also, the Senate should vote on final instrument. Senator Grélé agreed and thanked everyone on the workgroup as well as Bridgette Decent and Dr. Jackson.

Senator Wierdl asked if the Senate is going to have a concrete set of questions proposed at the next senate meeting. Senator Grélé answered that they would not be ready for the next Senate meeting. It will take more time to work through the details.

Senator Buder expressed appreciation for the Committee's migration to student perceptions of quality. Students aren't qualified to evaluate instruction, but they can evaluate learning. Senator Grélé added that the SPIQ acronym will be changed.

Senator Wierdl expressed support for Senator Buder's suggestion that the questions focus on student evaluations of learning. Senator Grélé thanked Senator Wierdl for his support.

Senator Fawaz Mzayek asked who is going to be tasked with making revisions to the questions on the survey. Senator Grélé responded that the Committee is still looking for people to be involved in the working group.

Senator Gray expressed concern with regard to students evaluating how they learned. The idea of learning styles has been largely discredited, but many students think they have different learning styles. President Marchetta responded that this is the reason we are moving forward deliberately and taking our time to get it right. He asked Senators who have expertise in this area to engage with the working group.

President Marchetta put forth a motion to accept the report.

The motion to accept the report was adopted by a vote of 36 yes, 0 no, and 2 abstain.

Research Policies Committee

President Marchetta yielded to Senator Gray, chair of the Research Policies Committee, who reported that yesterday the committee received revisions from HR (Human Resources) on the document concerning extra compensation for faculty. The revisions have been sent out to the Committee. After review, the Committee will present their findings at the next meeting.

03.23.21.07   OLD BUSINESS

There was no Old Business.

03.23.21.08   NEW BUSINESS

(M2020.21.27) Motion to Recommend Changes to Policy AA3013 – Administrative Policies Standing Committee

President Marchetta yielded to Senator Ted Burkey, chair of the Administrative Policies Committee, who presented the motion.

Originator: Administrative Policies Committee

Whereas,

As guided by best practices in hiring, Policy AA3013 currently lacks adequate detail regarding the roles and responsibilities of unit head responsible for hiring and the search committee.

Whereas,

As guided by best practices in hiring, Policy AA3013 currently lacks adequate detail as guided by best hiring practices regarding the relationship between the unit head responsible for hiring and the search committee.

Be it resolved that,

The Faculty Senate recommends that Office of Institution Equity (OIE) revise AA3013 to clearly define the roles and responsibilities of the unit head and the search committee. Further, the relationship between the responsible unit head and the search committee should be clearly articulated to align with best practices.

Specific Points that should be addressed and clarified in the revision of policy AA3013:

• The unit head responsible for the hire cannot serve as a member of the search committee

• The unit head responsible for the hire selects the chair of the search committee and may delegate the selection of the search committee members to the search committee chair or select the other search committee members

• The unit head responsible for the hire does not participate in the meetings and deliberations of the search committee

• The unit head has the responsibility to make the final hiring decision

• The unit head may suggest additional candidates in consultation with the committee

• The unit head should only communicate with the search committee chair regarding details of the search process. The unit head should not communicate with members of the search committee about the search once the search has started.

Recipients: Tiffany Baker Cox, Director OIE and Compliance

Senator Buder moved to amend the motion such that bullet #3 should strike the words "meetings and" and strike the final sentence of the last bullet.

The motion to amend is approved by a vote of 18 yes, 14 no, and 8 abstain.

Amended motion:

Originator: Administrative Policies Committee

Whereas,

As guided by best practices in hiring, Policy AA3013 currently lacks adequate detail regarding the roles and responsibilities of unit head responsible for hiring and the search committee.

Whereas,

As guided by best practices in hiring, Policy AA3013 currently lacks adequate detail as guided by best hiring practices regarding the relationship between the unit head responsible for hiring and the search committee.

Be it resolved that,

The Faculty Senate recommends that Office of Institution Equity (OIE) revise AA3013 to clearly define the roles and responsibilities of the unit head and the search committee. Further, the relationship between the responsible unit head and the search committee should be clearly articulated to align with best practices.

Specific Points that should be addressed and clarified in the revision of policy AA3013:

• The unit head responsible for the hire cannot serve as a member of the search committee

• The unit head responsible for the hire selects the chair of the search committee and may delegate the selection of the search committee members to the search committee chair or select the other search committee members

• The unit head responsible for the hire does not participate in the deliberations of the search committee

• The unit head has the responsibility to make the final hiring decision

• The unit head may suggest additional candidates in consultation with the committee

• The unit head should only communicate with the search committee chair regarding details of the search process.

Recipients: Tiffany Baker Cox, Director OIE and Compliance

The amended motion is adopted by a vote of 26 yes, 7 no, and 5 abstain.

(M2020.21.28) Motion to Recommend Approval of Policy GE2035 – Executive Committee

President Marchetta yielded to President-elect Dapremont who presented the motion.

Originator: Executive Committee

Whereas,

All institutions of higher education in the State of Tennessee were directed to develop policies related to free speech on campus in accordance with Campus Free Speech Act.

Whereas,

The institutional policies must, at a minimum, conform to the provisions of the statue sections §§ 2403, 2404, 2405, and 2408 which are attached.

Be it resolved that,

The Faculty Senate recommends approval of the policy in the attached document to GE2035

Policy Affirming Principles of Free Speech for University Students and Faculty, proposed by the Office of Legal Council.

Recipients:

Policy Review Board Faculty Senate Representative, William Pat Travis, Melanie Murray, University Council

Senator Mike Golias moved to postpone indefinitely.

The motion to postpone indefinitely is adopted by a vote of 21 yes, 3 no, and 2 abstain.

(M2020.21.29) M2020.21.29 Motion to Recommend a Transition to a Centralized Model for Allocating Recurring Funds for Promotions of Full Time Instructors and Lecturers – Executive Committee

President Marchetta yielded to Senator Scott Marler who presented the motion.

Originator: Executive Committee

Whereas,

Instructors and lecturers are valued members of the faculty that contribute to the mission of the university. The University of Memphis Faculty Handbook currently has pathways for promotion of full-time instructors and lecturers.

Whereas,

Tenured and tenure track faculty may apply for promotion when they are eligible and are only evaluated based on the merits of their dossier. Units do not have to consider the impact on their budgets for tenured and tenure track faculty promotions since the responsibility for allocation of recurring funds is centralized in Academic Affairs.

Whereas,

Units are currently responsible for allocation of recurring funds that are needed for promotional raises of full-time instructors and lecturers. The unit responsibility results in frequent denials of applications for promotion from unit heads who may legitimately cite their own budget constraints as the reason for denial.

Be it resolved that,

The Faculty Senate recommends transitioning to a centralized model for allocating recurring funds for promotions of full-time instructors and lecturers. Accordingly, it is recommended that units should be responsible for evaluating full-time instructor and lecturer promotions based solely on the merits of their dossier.

Recipients: David Rudd, President Tom Nenon, Provost Raaj Kurapati, CFO

Senator Marler moved to postpone the motion until the next meeting after a report from the Provost regarding the source of the funding can be obtained.

The motion to postpone fails by a vote of 5 yes, 17 no, and 2 abstain.

The motion is adopted by a vote of 19 yes, 3 no, and 3 abstain.

03.23.21.09   ANNOUNCEMENTS

Deadline to submit agenda requests for April Senate meeting – April 10th

03.23.21.10   ADJOURN

The meeting adjourned at 6:27 pm.

Appendix

'Disability Resources for Students' by Jennifer Murchison, Disability Resource Services
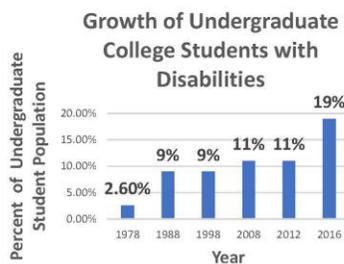
Extrapolating the National Data

Estimated # of UofM Students with Disabilities

1,002

3,217

17,986

- ■ # of UofM Students with Disabilities Registered with DRS
- ■ Estimated # of UofM Students with Disabilities not Registered with DRS
- ■ # of UofM Students without Disabilities
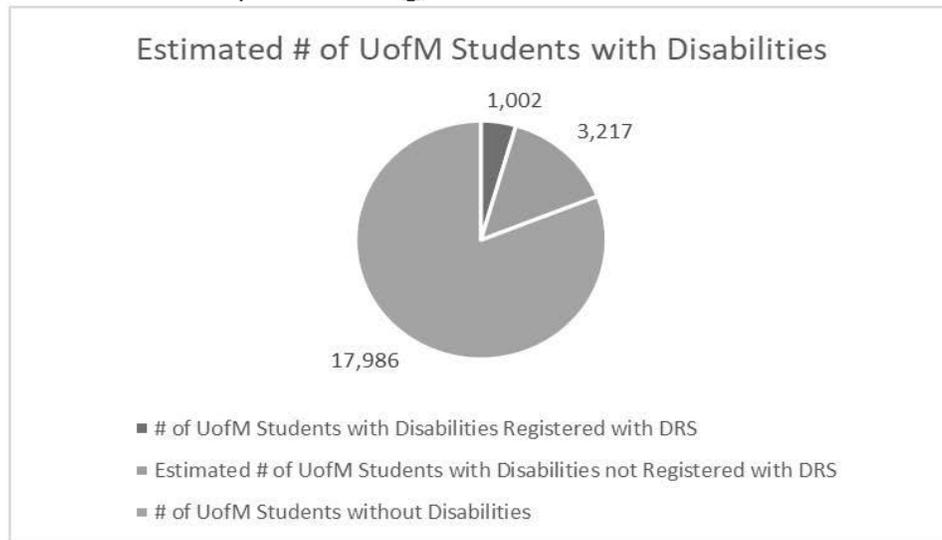
Disability Types

Mobility

Sensory

Psychological

Cognitive

Neurological

Chronic Health

Disability Categories

Disability Category Percentages of Students Registered with DRS

Sensory, 3.70%

COVID-19, 4.50%

Mobility, 4.50%

Neurological, 7.80%

Chronic Health, 15.90%

Temporary, 2.10%

Other, 0.80%

Cognitive, 38.10%

Psychological, 22.60%
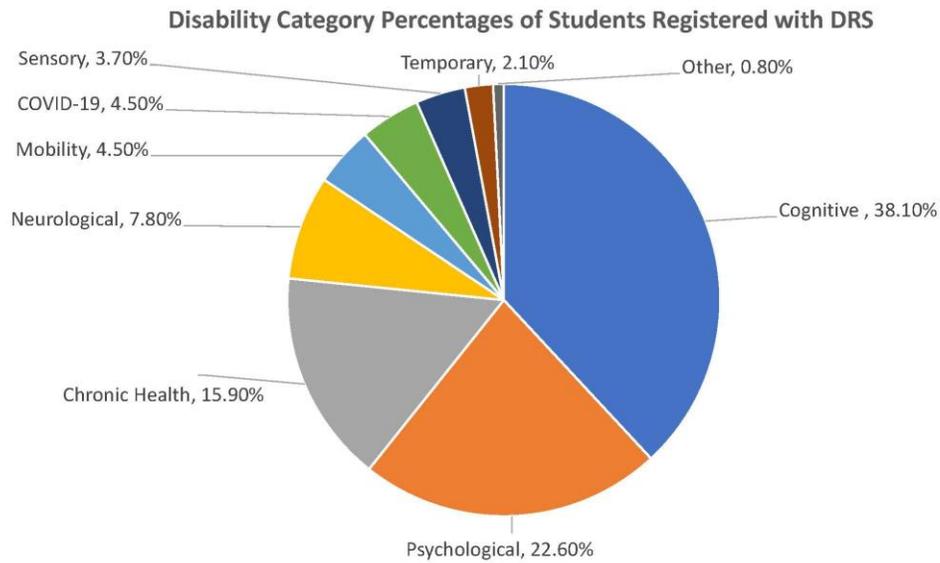
Addressing Disability in Education

Access & Inclusion

Accessible Environment

Education & Training

Individual Accommodation

Connecting Students with DRS

STUDENT REFERRALS

STUDENT INTRODUCTION FORM

INITIAL APPOINTMENT

DOCUMENTATION

FACULTY NOTIFICATION

DRS Online Faculty Portal

Track and manage approved accommodations

Upload syllabi and add instructors to classes

Complete Exam Instructions, edit them, and upload exams

https://yukon.accessiblelearning.com/Memphis/Instructor

University Accessibility Committee

Digital

On-Ground Learning

Physical

Policy & Procedure

Campus Events

Covid 19 Accommodations

Remote Instruction

Cameras on/off

Masks

Flex with deadlines

Flex with attendance

Accessibility Resource Fund

Funded through grants, private donations

Cover costs of some academic needs not otherwise provided by the University or arranged through DRS

Students can request funds for:

- Psychological-educational evaluations
- Accessible Technology
- Tutoring
- Books/materials
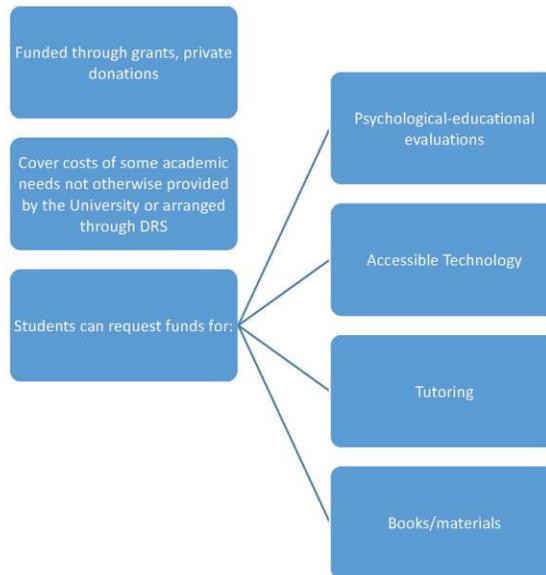
Department Meetings & Other Presentations

DRS can meet with faculty directly during department meetings or attend classes to share information to students

Tailored presentations to fit your specific needs:

- More inclusive interactions with specific populations
- Identifying Ableism
- Animals on Campus
- Accessible Technology Usage

Faculty Folders

Publications created by DRS to assist in helping faculty understand the process of how students can register with DRS

Helps demystify the accommodation decision, outlines how accommodations retro-fit the course for accessibility needs

Reinforces the collaborative, interactive process of decision making between DRS, the faculty, and the student

Outlines goals and missions of DRS on inclusion, access, and engagement

Questions

Disability Resources for Students

110 Wilder Tower

901-678-2880

General: drs@memphis.edu

Tests: drstests@memphis.edu

Notes: drsnotetakers@memphis.edu

Annual Report
Fall 2019 – Fall 2020

March 15, 2021
Gloria Carr, Associate Professor
UofM Faculty Ombudsperson

Overview

AY Fall 2019 – Fall 2020

Total Cases: $34 - 8^* = 26$

*Fall 2020

Cases By Semester

8

10

7

9

Fall 2019
Spring 2020
Summer 2020
Fall 2020
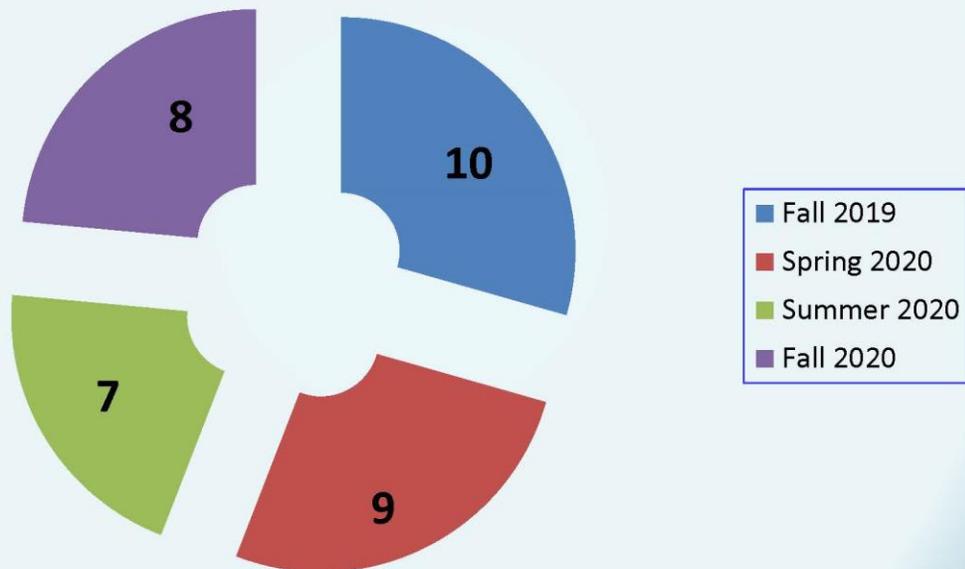
Consultations By Rank

AY Fall 2019 – Fall 2020

9%

18%

18%

32%

23%

Assistant Prof.
Associate Prof.
Professor
Admin
Other
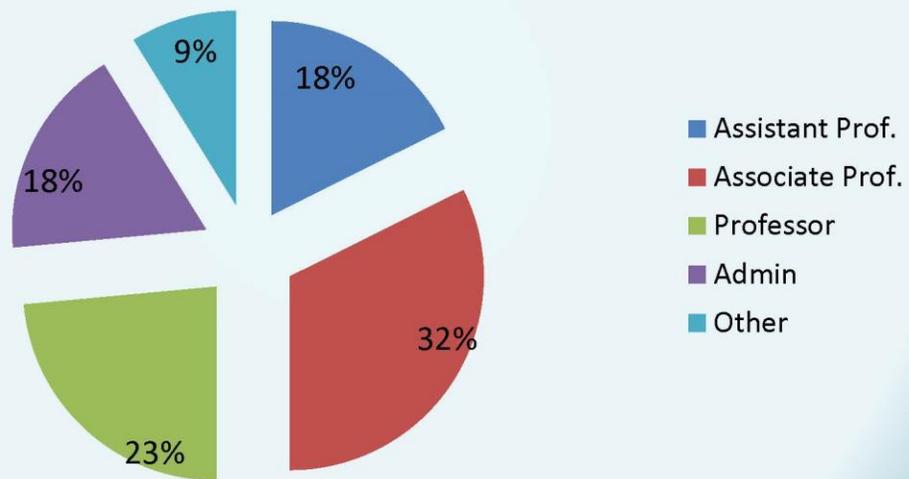
Primary Faculty Concerns
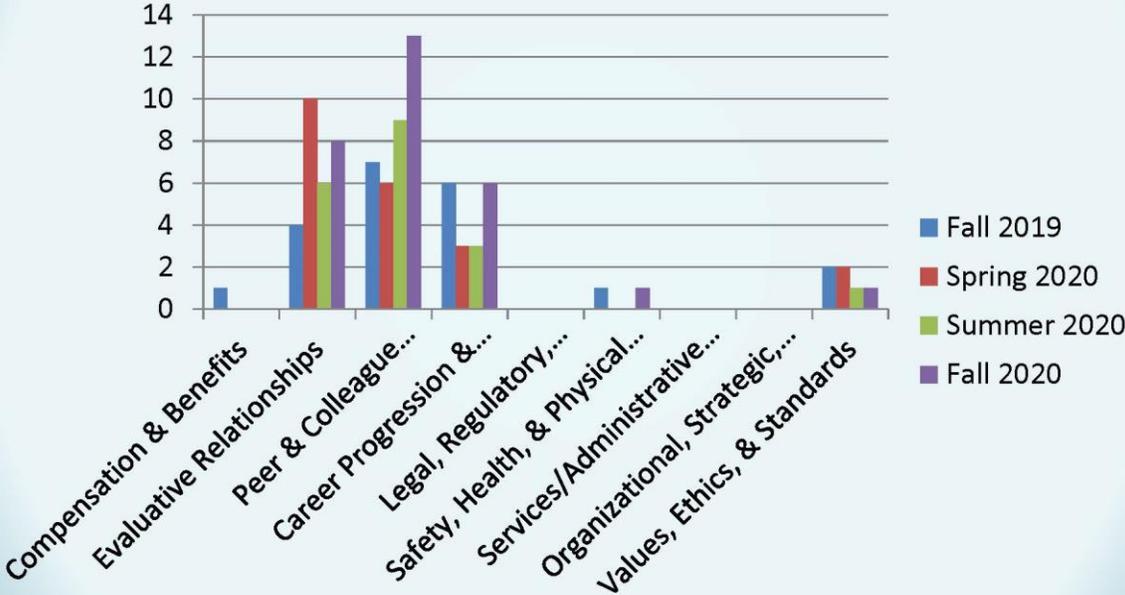
Executive Committee Report by Senate Representative Erno Lindner

Faculty and Research Information Management Systems Final Report

December 21, 2020

Submitted by:

- Cody Behles
- John Evans
- Bob Johnson
- Erno Lindner
- James Orr
- Abby Parrill-Baker
- Scott Sundvall
- Chen Zhang

Executive Summary

Software to support the academic program commonly address either the research or the administrative functions of the academic program. The team assessed the needs of the university, compared them to the available systems, and outlined the values of each solution. The team's work resulted in the following recommendations:

1. Subscribe to a Faculty Information System to meet the administrative needs and relieve the manual burden placed on every administrator and every faculty member involved in an administrative task.
2. Create an institutional ORCID account and promote faculty engagement in ORCID.
3. Adopt the full Academic Analytics suite to build on the investment in Academic Analytics: Research Insights and benefit research program planning.
4. Grow the faculty research support tools to include Web of Science and Scopus.
5. Develop solutions in phases, beginning with the immediate needs and shorter payback period of FIS implementations and working toward a full RIMS implementation.

The following paragraphs provide a review of our charge, process, and considerations that went into these recommendations.

The Charge

At the inaugural meeting, Dr. Nenon expressed concerns about the current software tools to support faculty research activity and scholarly communication, professional and program evaluation, and productivity and accreditation reporting. He noted the tension between diminishing campus financial resources and the escalating cost of products and services, and he charged the group to consider the full spectrum of academic program management needs and make recommendations by the end of the year.

The Process

In addition to attending product demonstrations, the team met seven times from October 7 to December 15, 2020, collecting requirements, reviewing products, and making the following observations and recommendations.

First, the team identified multiple areas of concern within the charge, such as

1. Research support resources, such as citation tools and databases,
2. Research development resources, such as match-making services and research promotion,
3. Research and scholarly activity reporting,
4. Individual scholarly profile management,
5. Faculty evaluation, performance evaluation, and program evaluation, and
6. Institutional reporting, accreditation, and compliance activities.

The group then spent a meeting or portion of a meeting on each topic to determine:

1. The resources and services being used for each area,
2. The users associated with their use,
3. The amount the university spends on these services and resources, and
4. The benefit the university derives from each.

The first three are oriented to the research agenda of the academic program, and faculty members use both research support resources and development resources extensively. Given the university's ambitions, these observations are not surprising. However, the team discovered quickly that the financial support underpinning the research support resources have remained static for two decades as prices have risen as much as five percent in any given year. During the team's activities, the Library was forced to abandon Web of Science to adopt Scopus, whereas many of the university's peers maintain both. Decommissioning products for citation management has provided financial room to delay deeper material cuts, but the need to change digital asset management systems has diminished that room. In short, the Library's budget is unable to support further investments in research support or other aspects of the team's charge.

The second and third areas of concern, research development resources and research reporting, are well represented in recent investment into Academic Analytics. The product is mature, and further investment is indicated for developing not only researchers and research centers but also for developing research strategy at the university. The university stands to benefit from growing its involvement in strategic research activity by establishing an institutional ORCID account and by promoting each researcher's public scholarship presence.

The other areas of concern – individual scholarly profile management, faculty evaluation, performance evaluation, and program evaluation – belong to a different class of important data management issues. The tools available for faculty and administrative use are outdated, inadequate, independent, and unintegrated. Academic staff and administrators create and re-create the same data sets in painstaking processes that must be repeated each time an analysis or report is required. Additionally, complying with regional and national accreditation requirements as well as internal control needs is inefficient and ineffective.

The Candidate Solutions

Recognizing that the problems cluster around research and faculty information, the team investigated four product families associated with Research Information Management Systems (RIMS) and Faculty Information Systems (FIS):

- Academic Analytics
- Watermark Digital Measures
- Interfolio Faculty180
- Symplectic Elements

Academic Analytics

Academic Analytics features two tool sets, Discovery Suite and Benchmarking Suite. Discovery Suite has three tools: Research Insight (an administrative tool to build research teams and find funding opportunities which the University currently subscribes to), Faculty Insight (a faculty tool to find funding opportunities, collaborators, and profile builders), and External Discovery Site (a public-facing website to display the institution's researchers and their activity). Benchmarking Suite has three tools: The Comparative Product and Tools (a database tool for strategic planning, hiring and retention initiatives, department review support, publication strategies, and mentorship planning), Graduate Outcomes (for institutional effectiveness studies), and Unit Modeling (to create what-if scenarios for grants, recruitment, and program development).

The strengths of Academic Analytics stem from its function as a strategic planning tool. It has more fundamental, basic purposes, and the university currently benefits from those, but its real power comes from its employment as a planning suite for research strategy.

The weaknesses of Academic Analytics relate to its lack of tools for reporting performance outside of research, especially for regional and national accreditation. These weaknesses, however, are unrelated to the design and purpose of the suite.

Watermark Digital Measures[1]

Digital Measures is an example of a FIS. It is a web-based information management system designed to streamline the collection, organization, storage, and reporting of faculty teaching, research, and service activities. It aggregates data for these processes along with the annual review process, CV creation, and accreditation reporting. Its purpose is to reduce the time required to enter and manage faculty activity data, and it includes advanced tools for monitoring and managing the promotion and tenure processes, supporting faculty web profiles, and analyzing opportunities for process improvement. Digital Measures is one in a suite of tools available from Watermark to support academic program needs.

The strengths of Digital Measures include its user-friendliness, large market presence, and integration with other academic program support tools. It seems also that the initial importing of data into Digital

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[1] Please see the Infographic file for full descriptions of these tools.

Measure is more customizable and powerful than for competitors, which may alleviate faculty's initial data entry efforts and help gain faculty's buy-in during the initial adoption phase.

The weaknesses of Digital Measures relate to its lack of research support tools, which are unrelated to its design and purpose. It is also exhibiting some market weakness as institutions are migrating to Interfolio Faculty180.

Interfolio Faculty180

Interfolio Faculty180 is an example of a FIS. It is a web-based platform for centralizing faculty data for activity reporting, annual review and accreditation. It eases the burden of tracking tenure review process data and documents, and it facilitates faculty lifecycle planning by offering tools from faculty recruitment through retirement. Like Digital Measures, it aggregates data for these processes along with the annual review process, CV creation, and accreditation reporting. Its purpose is to reduce the time required to enter and manage faculty activity data, and it includes advanced tools for monitoring and managing the promotion and tenure processes, supporting faculty web profiles, and analyzing opportunities for process improvement.

The strengths of Faculty180 are its user-friendliness, lifecycle management, and flexibility. Whereas Digital Measures offers extreme customization, Faculty180 seems to offer more out-of-the-box functionality. Faculty180 at this point appears to be the fastest growing FIS on the market.

The weaknesses of Faculty180 are the same as those of Digital Measures – its lack of research support tools. These weaknesses are unrelated to its purpose and design.

Symplectic Elements

Symplectic Elements is the only product available today whose design and purpose addresses both RIMS and FIS needs. Elements is intended to be a single point of organization, presentation, and reporting for all scholarly and research activities. The product provides continuous, automated capture of research output data from multiple internal and external sources, easing burdens for researchers, librarians, and administrators simultaneously. Like Digital Measures and Faculty180, Elements supports cv creation and faculty profiles, annual review workflow, and integrations with HR, financial, and academic data systems.

The strengths of Elements are its bridging between research program and academic program support needs. Its integrations appear to be superior to those for Digital Measures and Faculty180.

The weaknesses of Elements are to be found in the depth of its support for administrative and research functions. Where Academic Analytics excels in strategic planning, Elements is not as strong. Where Digital Measures and Faculty180 are deep and flexible for administrative tasks, Elements is less sophisticated.

The Future State

Motion to Accept # 3/23/2021
Vote: # For, # Against, # Abstain

The university is stretched between immediate and eventual needs as well as between software resources needed and financial resources available.

Today, our researchers must have access to a standard, integrated toolsets that enable them to maintain a consistent public representation, do their research, automatically update their profile, and find grant opportunities. Our administrators require tools that meet evaluation and reporting needs while reusing the data in the faculty research, main administrative, and grant management systems. These tools are unlikely to fall under one suite. The university must attend to its basic needs as represented in the FIS options, but its ambitions and higher order goals will depend upon the use of a RIMS solution.

Our recommendations are to:

1. Subscribe to a Faculty Information System to meet the administrative needs and relieve the manual burden placed on every administrator and every faculty member involved in an administrative task.
2. Create an institutional ORCID account and promote faculty engagement in ORCID.
3. Adopt the full Academic Analytics suite to build on the investment in Academic Analytics: Research Insights and benefit research program planning.
4. Grow the faculty research support tools to include Web of Science and Scopus.
5. Develop solutions in phases, beginning with the immediate needs and shorter payback period of FIS implementations and working toward a full RIMS implementation.

Administrative Policies Standing Committee Report

Roles, Responsibilities, and the Relationship Between Search Committee and Hiring Unit Head

A few faculty hiring details are documented on a University website but it does not address who attends search committee meetings:
(https://www.memphis.edu/aa/resources/adminres/facultyhiring/index.php).

There appears to be no documented U of M policies that distinguish the responsibilities of a faculty search committee and a Unit head (chair or dean) during the selection process, who can attend search committee meetings, etc. The excerpts below are from the applicable policy AA3013. Very little is specified for Unit head responsibilities. Those relevant to the unit head are indicated in blue, and those relevant to the committee are red.

> **AA3013 - Recruitment, Application, and Selection of Faculty**
> **POLICIES Issued: February 15, 2017**
> (https://memphis.policytech.com/dotNet/documents/?docid=523&public=true)
>
> Search Committee - the search committee acts in an advisory capacity to the appropriate administrative official. When a search committee is used, the committee will be selected to screen applications and make recommendations to the appropriate administrative official. The unit head may select the chair of the search committee or ask the search committee to select a committee member to serve as the chair. The search committee should include representatives of the department, with representation of women and minorities. The search committee's duties and responsibilities will include the following:
>
> • assist search committee chair with writing the specific job description and qualifications;
>
> • select where and when job vacancy announcements will be placed;
>
> • make telephone calls and/or any other recruitment activities to generate an acceptable pool;
>
> • review all materials submitted by applicants;
>
> • evaluate candidates in terms of specified criteria and procedures only;
>
> • attend all committee meetings;
>
> • participate in final evaluation of candidates and recommend a pool of applicants to the unit head.
>
> The unit head should appoint a person to serve in an administrative capacity for the duration of the search to assist with logistical and committee support issues that may arise.

The committee reviewed policies at other universities and found an example which clearly articulates the roles and responsibilities of the search committee, the unit head, and the relationship between them. (https://humanresources.umn.edu/post-and-recruit/searchcommittees#anchor-relationship). Excerpts are presented below

Relationship Between the Responsible Administrator and the Search Committee

The responsible administrator selects people to serve on search committees.

These committees are created to provide a broad perspective and insight to the responsible administrator.

Responsible administrators do not participate in the activities and deliberations of the committee in order to allow for advice independent of influence or control.

The search chair is expected to keep the responsible administrator continually informed of the search status.

The responsible administrator retains responsibility to make the final hiring decision.

The responsible administrator has access to all applicant files and may choose to select additional applicants from the pool for further consideration.
The responsible administrator may nominate individuals as candidates.

Recommendations

The Administrative Policies Committee recommends revising AA3013 to clearly define the roles and responsibilities of the unit head and the search committee. Further, the relationship between the responsible unit head and the search committee should be clearly articulated to align with best practices.

Specific Points that should be addressed and clarified in the revision of policy AA3013:

- The unit head responsible for the hire cannot serve as a member of the search committee
- The unit head responsible for the hire selects the chair of the search committee and may delegate the selection of the search committee members to the search committee chair or select the other search committee members
- The unit head responsible for the hire does not participate in the meetings and deliberations of the search committee
- The unit head has the responsibility to make the final hiring decision
- The unit head may suggest additional candidates in consultation with the committee
- The unit head should only communicate with the search committee chair regarding details of the search process. The unit head should not communicate with members of the search committee about the search once the search has started.

Academic Policies Standing Committee Report

Date: March 1, 2021

To: Denis Grélé and the Academic Policies Standing Committee

From: Student Evaluation of Teacher Effectiveness Workgroup (SWG), Alena Allen, Ryan Fisher, Eli Jones (chair), Abby Parrill-Baker, Scott Vann, Karen Weddle-West, and Mohamed Yeasin

Re: SWG Recommendations and Revisions to the SETE

Based on directions from the Academic Policies Sanding Committee, the SETE work group (SWG) has prepared this memo detailing recommendations and revisions to the current instrument. During this process, we have strived to develop recommendations and revisions based on best practice and relevant literature.

We acknowledge the valuable contributions from Bridgette Decent, Director of the Office of Institutional Research, and Robert Johnson, Associate Chief Information Officer.

We first present a summary of the main recommendations and revisions to the SETE. We then address each guideline individually with supporting details. We have also attached supporting documents including the recommended items and sections of the new instrument as well as guidelines on interpreting the current SETE boxplots.

We conclude with a suggested timeline of events leading.

Summary of Findings and Recommendations

The SWG has made the following recommendations to revise the SETE:

- Rename the SETE to the Student Perceptions of Instructional Quality (SPIQ)
- Modify the SETE to create items grouped around a core instructional competency.
- Revise specific items, remove obsolete items, and add additional items related to the core competencies (including diversity and inclusion).
- Include an open-ended question following each conceptual group of items.
- Pilot and validate the suggested item revisions in coordination with OIR. Specifically:
  - Pilot an expanded number of items, then select the best functioning for the SETE.
  - Conduct cognitive interviews of students to evaluate the items.
  - Develop more focused open-ended items in response to the cognitive interviews.
  - Leverage CREP to ensure high-quality data gathering and analysis (we recommend requesting funds to do so).
- Implement the revised SPIQ following the pilot.

Additionally, the SWG has researched and found the following regarding the SETE:

- Adding department-specific item sets are possible and would be straightforward based on feedback from the Web and Mobile Services team.
- Creating a separate evaluation for M50 courses is more complicated, and may not be psychometrically sound, based on discussion with WMS and OIR.
- Embedding the SPIQ into the LMS might improve student response rates and provide a more integrated reporting method and provide opportunities for customization based on department/instructional mode.

We note that all recommendations should consider the potential transition from D2L to Canvas in the future.

Detailed Findings and Recommendations

The following sections detail these recommendations as they relate to the nine guidelines from the Academic Policies Standing Committee.

Guideline 1. *Design the Student Evaluation of Teaching Effectiveness to provide meaningful feedback to faculty for improving teaching first and foremost rather than evaluating faculty performance.*

Findings & Recommendations: The use of the instrument depends less on the included items and more on how it is used by colleges and departments. It is important to acknowledge that the SETE is currently used in a summative manner. By nature, course evaluations collected at the end of a course are summative (e.g., Gravestock & Gregor-Greenleaf, 2008). We believe that a revised SETE could help to foster a deeper look at critical competencies in faculty. However, shifting to a formative focus would require a wider shift in how the university approaches evaluations.

While our recommendations may direct the focus of the evaluation, transitioning the SETE to a more formative focus would require a reevaluation of the use of the SETE. For example, a more formative approach might also use multiple measures of instructional quality, such as peer observation of teaching (e.g., Donnelly, 2007), as well as additional evaluation points, such as mid-semester course evaluations (e.g., Wright 2006).

Guideline 2. *Provide explicit guidance on whether the mean score for each question for a course section is statistically significantly different from the mean of the entire set of sections, prefix, department, college means.*

Findings & Recommendations: OIR has provided an explanation of the boxplots that are reported with the current SETE. The current SETE does not flag statistically significant

deviations from course, etc. We recommend exploring how reporting options may change with the transition to Canvas and suggest that this topic as well as guidelines on how to interpret the results be explored.

We caution that statistical measures of significance may not always be appropriate, given the small sizes of some courses and the longitudinal nature of the data.

Guideline 3. *Provide a section in which every department/college has the possibility to create and ask questions related to their own field and their own assessment of learning. In this section, questions should be more specific about course objectives, feedback, structure, and organization.*

Findings & Recommendations: Including departmental/college sections appears to be a straightforward process. We suggest working with ITS and the Web and Mobile Services team to explore how this process would work and how it might change when moving to Canvas. We suggest that, if the university chooses to allow departmental sections, a standard procedure for adding and tracking items used by departments be explored. For example, the University of Michigan has an item bank of 100+ items that have been or could be used.

Guideline 4. *Provide two sets of evaluation, one for instructors teaching online (M50 courses), and one for instructors teaching face to face.*

Findings & Recommendations: According to the Web and Mobile Services team, providing two separate evaluations may not be feasible at this point. From a measurement standpoint, it is also important to keep a core set of items that is common across teaching mediums and departments. We recommend keeping a core set of items common to all courses, sections, and methods, and allow online courses to add "department" specific items. In this case, the "department" in question would be items specifically relating to online instruction.

Guideline 5. *Provide space for comments after each question.*

Findings & Recommendations: The SWG does not recommend including a space for comments after each question. One of the major biases in course evaluations is nonresponse bias, or students not responding to the evaluation (e.g., Adams & Umbach, 2012). Including large numbers of open-response items may potentially lead to increased nonresponse bias. Instead, we recommend either asking a single open-ended question at the end of each content group.

We do recommend developing more focused open-ended items as part of the pilot.

Guideline 6. *Consider renaming the Student Evaluation of Teaching Effectiveness to emphasize that students are not evaluating teaching effectiveness but their perception of teaching effectiveness.*

Findings & Recommendations: We recommend renaming the SETE. The name we suggest is the *Student Perceptions of Instructional Quality (SPIQ)*.

Guideline 7. *Explore the feasibility of utilizing software that allows reports to be run by both instructors and administrators.*

Findings & Recommendations: With the transition to Canvas, this question should be explored, and we recommend creating a cross-departmental team to evaluate the reporting capabilities of the new LMS. We do suggest that embedding the SPIQ into the LMS might improve student response rates and provide a more integrated reporting method.

Guidelines 8 and 9. *Ask questions related to diversity and inclusion; AND remove questions that are subjective and vague; for example, the questions that ask about whether the instructor was enthusiastic and interested in teaching.*

Findings & Recommendations: We have evaluated the current SETE and propose changes both to the items that are included as well as the layout. We recommend that the items be organized into core competencies. Here, we suggest six competencies:

- **Student Engagement and Motivation**
- **Climate, Diversity, and Inclusion**
- **Organization**
- **Content Knowledge**
- **Instruction and Pedagogy**
- **Assessment and Feedback**

We have identified 5 to 7 potential items for each area to include in the pilot, with the goal of including 3 to 4 items for each selected area on the new instrument. The final SETE (SPIQ) would ideally include 12-18 items, inclusive of open-ended and summative items.

Items were selected from a review of comparative university course evaluations and relevant literature. Items we suggest originated from the current SETE, as well as items from the University of Michigan, San Francisco University, Kember & Leung, (2008), the UoM Office of Multicultural Affairs, UoM Disability Resources for Students, Colorado State University, and the University of South Carolina. We have modified the wording of many of these items to meet the mission and values of the University of Memphis.

We wish to emphasize that the revised SETE will not include all these items. However, the pilot process requires a larger number of items than will ultimately be selected.

The proposed items are as follows:

Student Engagement/Motivation
1. The instructor stimulated my interest in the subject matter.
2. The instructor helped me stay motivated.
3. The methods used to teach this course were engaging.
4. The instructor encouraged me to engage in course activities.
5. The instructor motivated me to do my best.

Diversity/Inclusion/Climate
1. Diversity, equity, and inclusion were infused into the course content.
2. The instructor accepted students with varied identities and abilities.
3. The instructor treated students with respect.
4. The instructor created a welcoming and inclusive learning environment.
5. The instructor valued contributions from all students in the class across genders, races, ethnicities, socioeconomic classes, and cultures.
6. The instructor demonstrated respect for diversity.

Organization/Communication
1. The course was well organized.
2. I had an opportunity to ask questions in or outside of class.
3. Course materials and media were provided in a format that was accessible to me (e.g., accessible electronic documents, captioned videos, etc.) in a timely manner.
4. The instructor explained course material clearly.
5. The instructor clearly communicated course objectives to students.
6. The instructor responded to questions and concerns.

Content Knowledge
1. I have become more knowledgeable in this subject because of this course.
2. The instructor had both practical and theoretical knowledge of content covered in the course.
3. The instructor demonstrated depth of knowledge of subject matter beyond the material assigned.
4. My experience in this course has encouraged me to think critically about the subject, develop new ideas, and think more broadly.
5. Course topics, readings, and activities assigned for this course helped me understand course concepts and objectives.
6. The instructor clearly taught the learning objectives during each class.
7. The instructor's explanations helped me understand course concepts.

Instruction and Pedagogy

1. The instructor made effective use of chosen teaching methods (lecture, group work, problem-based learning, Socratic dialogue, etc.).
2. The instructor demonstrated willingness to adjust instruction to meet students' needs during the course.
3. The instructor used an appropriate mix of teaching activities to achieve course goals.
4. The instructor explained difficult terms, concepts, or problems in more than one way.
5. The instructor includes examples relevant to student experiences and course content.
6. The instructor challenged me to think critically about the course content.

Assessment/Feedback

1. The assessments and evaluation methods adequately measured my performance on the course learning objectives.
2. The feedback I received helped me learn or improve my performance.
3. The assessments (e.g. quizzes, exams, performances) in this course fairly evaluated my learning.
4. The instructor provided me with feedback on my performance before critical dates (e.g. before the drop deadline).
5. The instructor gave me quality feedback on my performance throughout the course.
6. The assessments were related closely to the expected learning outcomes.
7. The instructor used a variety of ways to evaluate my learning.

Preliminary Development and Implementation Timeline

Because of the SETE's place in faculty promotion and tenure, revisions to the SETE will require a rigorous validation prior to their implementation. The following timeline shows a preliminary sequence of tasks, based on feedback from OIR. Ideally, pending approval of the revisions, OIT would meet with Web Services in late March to develop a more detailed timeline for implementation.

The timeline also suggests potential groups or teams that should be included. This is not an exhaustive list, however. We do recommend reserving funds to engage the services of CREP in the pilot and validation process.

Timeline	Task	Key Teams
Early-Mid March 2021	**Pilot Questions Approved**	Faculty Senate
Late March 2021	**Begin Project Planning** Identify pilot sections Develop detailed timeline	OIR ITS/Web Services

Summer 2021	Prepare Pilot	OIR ITS/Web Services
Fall 2021	**Pilot Revised SETE/SPIQ** Cognitive Interviews	OIR CREP (request funds)
Spring 2022	**Analyze Results & Revise** Item Analysis Synthesize findings	OIR CREP (request funds)
Summer 2022	Develop faculty/department guides	
Fall 2022	Roll out Revised SETE/SPIQ	
Spring 2023	Plan Migration of SETE/ SPIQ to Canvas	ITS Web Services

We thank Dr. Denis Grélé and the Academic Policies Standing Committee for the opportunity to participate in this important task. We also thank each member of the SWG for the energy they invested into this report.

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